PARCC: ELA/Literacy Understanding Expectations - INFORMATIONAL

Winter 2016

RIDE Rhode Island Department of Education

Goals

- Articulate PARCC Test Design Changes
- Explain PARCC ELA/Literacy Student Score Report (SSR)
- Share Instructional Support System (ISS): PARCC data
- Calibrate Student Expectations for PARCC Released Items - PCR

Raising the Bar for Education in RI

RIDE Rhode Island Department of Education

Adoption of Common Core State Standards

July 2010: The Rhode Island Board of Regents adopt the CCSS for ELA and Math

Transition

SY2010-2013: RI districts and schools begin to revise curriculum and instruction

Full Implementation

SY2013-2014: All RI schools are using new standards

First PARCC Administration

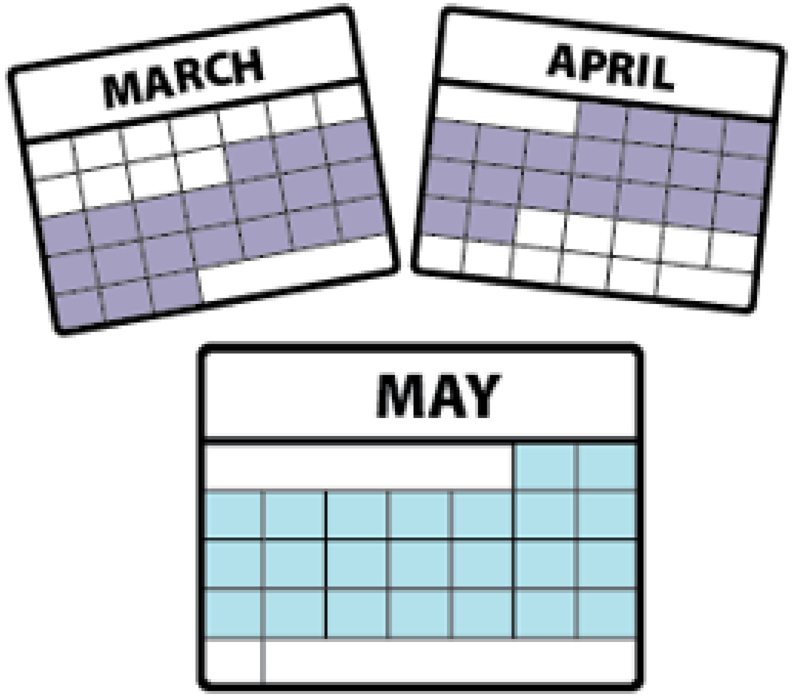
SY2014-2015: RI schools administer new PARCC assessments to evaluate student progress on CCSS

Test Design Changes – One Testing Window

Consolidate Testing Into One Window

The PARCC assessments are changing! In 2015-16, the assessment will be given during one window. States and schools will have up to 30 school days in which to test, but most can/will complete all testing in a week to two weeks, depending on their schedule and availability of laptops/devices.

The new single window will end at the 90% mark of the school year. Gone are the separate early spring performance-based (PBA) and late spring end-of-year (EOY) windows.



Test Design Changes – Fewer Test Units

With the changes, students in all grades will participate in fewer test units.

The redesigned ELA/L tests are composed of 3 units.

	2014-2015			2015-2016		
Grades	**ELA**	**Math**	**Total**	**ELA**	**Math**	**Total**
3	4	4	8	3	4	7
4-5	4	4	8	3	4	7
6-8	5	4	9	3	3	6
High School	5	4	9	3	3	6

NOTE: Some schools have been selected for field testing in ELA/literacy. If a school/grade is selected the students will take an additional unit: a field test task (unit time = approx. 110 minutes). Additional information has been provided to selected schools.

PARCC: Unit Testing Times Spring 2016

Grade	Unit	Unit Testing Time (Minutes)
Grade 3	Unit 1	90
	Unit 2	75
	Unit 3	90
Grades 4-5	Unit 1	90
	Unit 2	90
	Unit 3	90
Grades 6-11	Unit 1	110
	Unit 2	110
	Unit 3	90

These times DO NOT include the Administration Time needed to read instruction, pass out /collect materials, log into/out of TestNav, etc.

Spring 2016 Administration

Further Information:

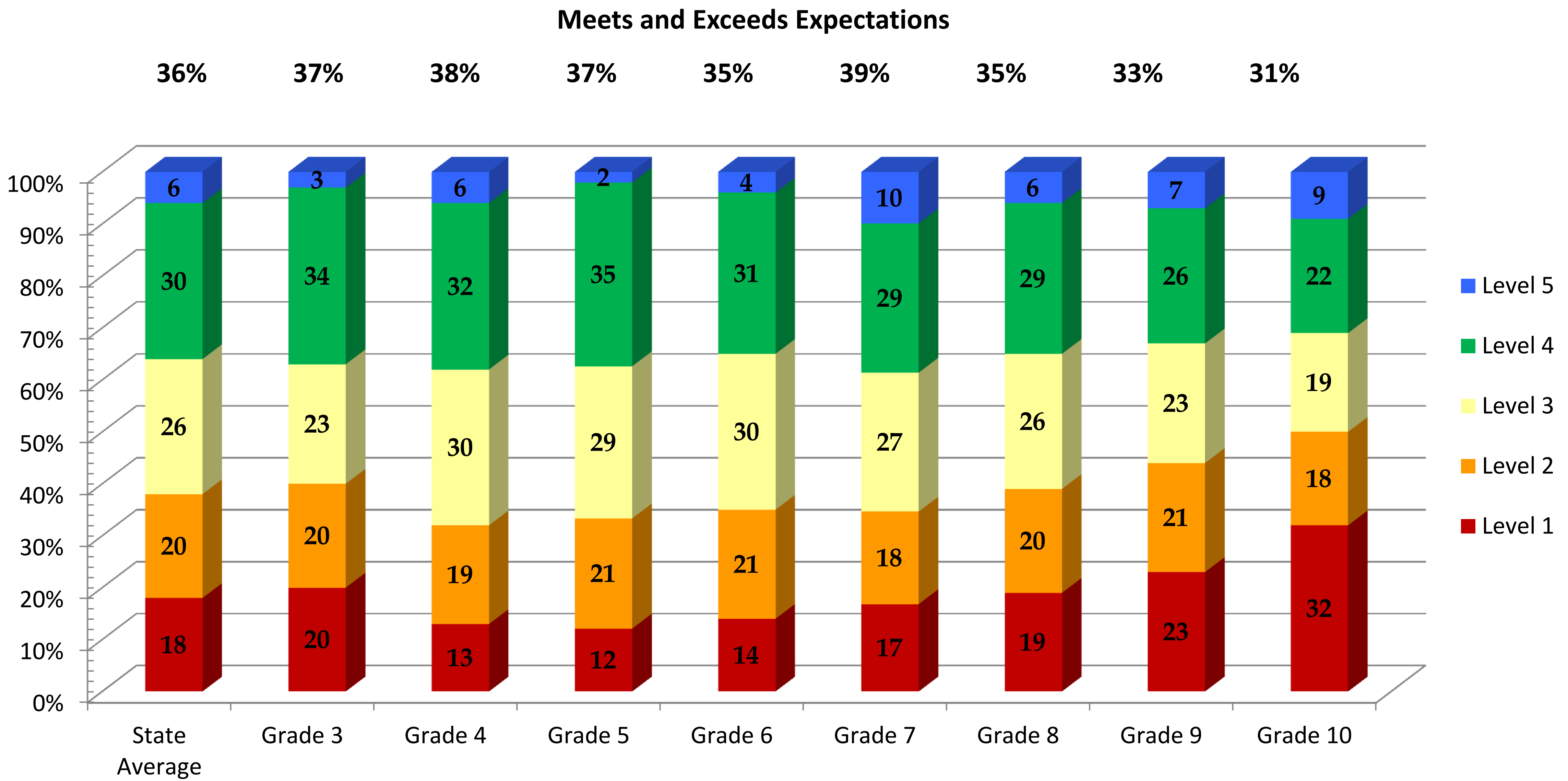
- PARCC District Testing Coordinators Workshops: Late February
  - Test Administrator/Teacher Training Modules

- District & School Administrator PARCC Accommodations Workshops:

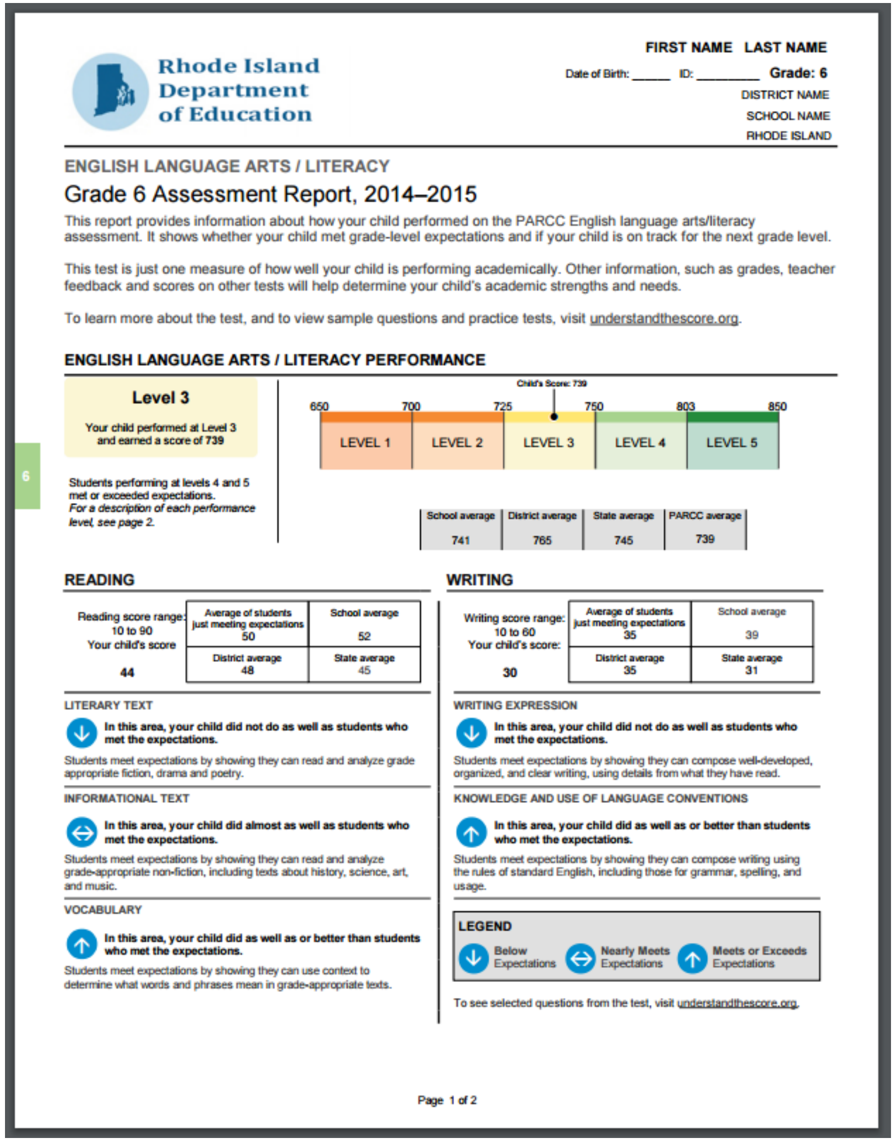
  Late January/Early February

FIRST YEAR
PARCC DATA

ELA/Literacy: Percentage at Each Performance Level



PARCC Student Score Reports



Rhode Island Department of Education

FIRST NAME LAST NAME
Date of Birth: _____ ID: ________ **Grade: 6**
DISTRICT NAME
SCHOOL NAME
RHODE ISLAND

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC English language arts/literacy assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

To learn more about the test, and to view sample questions and practice tests, visit understandthescore.org.

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

Level 3

Your child performed at Level 3 and earned a score of 739

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

School average	District average	State average	PARCC average
741	765	745	739

READING

Reading score range: 10 to 90
Your child's score
44

Average of students just meeting expectations	School average
50	52
District average	**State average**
48	45

LITERARY TEXT

↓ **In this area, your child did not do as well as students who met the expectations.**

Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

INFORMATIONAL TEXT

⇔ **In this area, your child did almost as well as students who met the expectations.**

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

VOCABULARY

↑ **In this area, your child did as well as or better than students who met the expectations.**

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

WRITING

Writing score range: 10 to 60
Your child's score:
30

Average of students just meeting expectations	School average
35	39
District average	**State average**
35	31

WRITING EXPRESSION

↓ **In this area, your child did not do as well as students who met the expectations.**

Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

↑ **In this area, your child did as well as or better than students who met the expectations.**

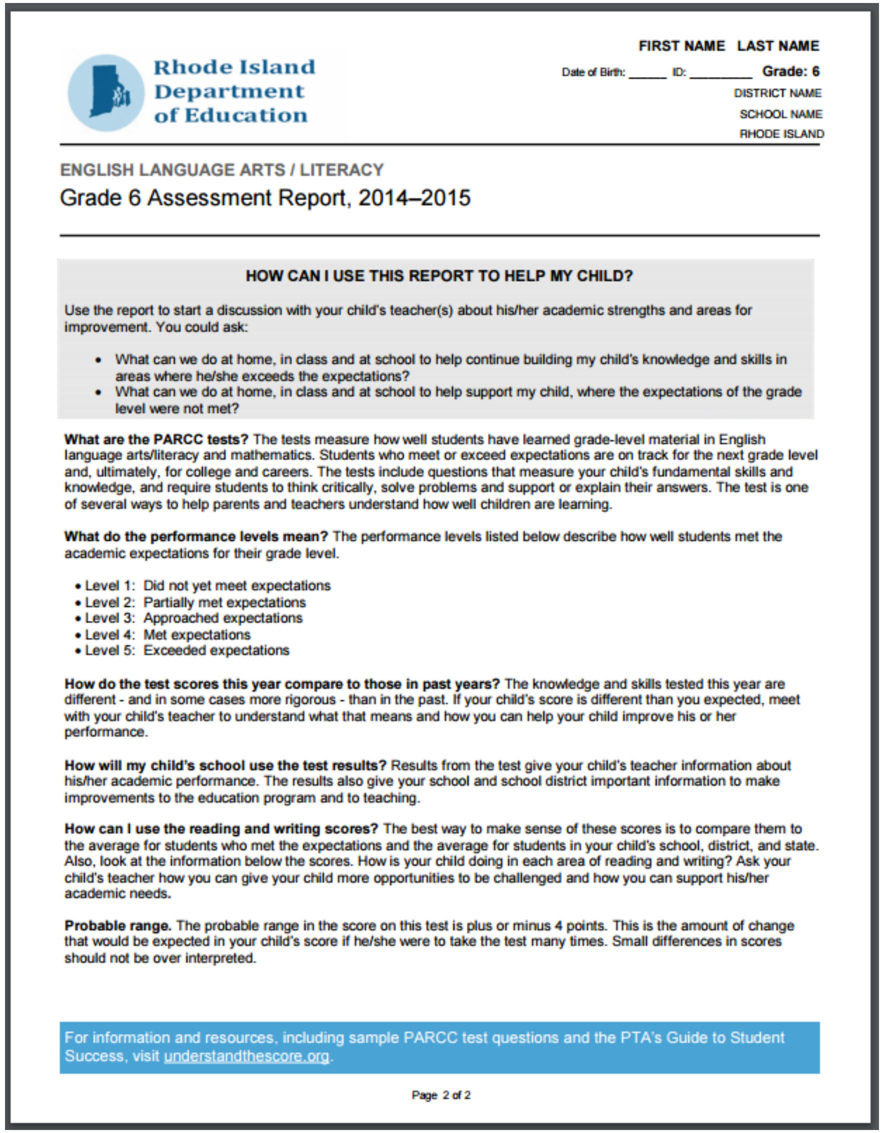
Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

LEGEND

↓ **Below** Expectations ⇔ **Nearly Meets** Expectations ↑ **Meets or Exceeds** Expectations

To see selected questions from the test, visit understandthescore.org.

Page 1 of 2



Rhode Island Department of Education

FIRST NAME LAST NAME
Date of Birth: _____ ID: ________ **Grade: 6**
DISTRICT NAME
SCHOOL NAME
RHODE ISLAND

ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment Report, 2014–2015

HOW CAN I USE THIS REPORT TO HELP MY CHILD?

Use the report to start a discussion with your child's teacher(s) about his/her academic strengths and areas for improvement. You could ask:

- What can we do at home, in class and at school to help continue building my child's knowledge and skills in areas where he/she exceeds the expectations?
- What can we do at home, in class and at school to help support my child, where the expectations of the grade level were not met?

What are the PARCC tests? The tests measure how well students have learned grade-level material in English language arts/literacy and mathematics. Students who meet or exceed expectations are on track for the next grade level and, ultimately, for college and careers. The tests include questions that measure your child's fundamental skills and knowledge, and require students to think critically, solve problems and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

What do the performance levels mean? The performance levels listed below describe how well students met the academic expectations for their grade level.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

How do the test scores this year compare to those in past years? The knowledge and skills tested this year are different - and in some cases more rigorous - than in the past. If your child's score is different than you expected, meet with your child's teacher to understand what that means and how you can help your child improve his or her performance.

How will my child's school use the test results? Results from the test give your child's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

How can I use the reading and writing scores? The best way to make sense of these scores is to compare them to the average for students who met the expectations and the average for students in your child's school, district, and state. Also, look at the information below the scores. How is your child doing in each area of reading and writing? Ask your child's teacher how you can give your child more opportunities to be challenged and how you can support his/her academic needs.

Probable range. The probable range in the score on this test is plus or minus 4 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

For information and resources, including sample PARCC test questions and the PTA's Guide to Student Success, visit understandthescore.org.

Page 2 of 2

Understanding PARCC Results

PARCC results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment.

- Types of PARCC Scores:
    - **Performance Levels**
    - **Scale Scores**
        - Overall
        - Reading and Writing
    - **Sub-claim** Performance Indicators

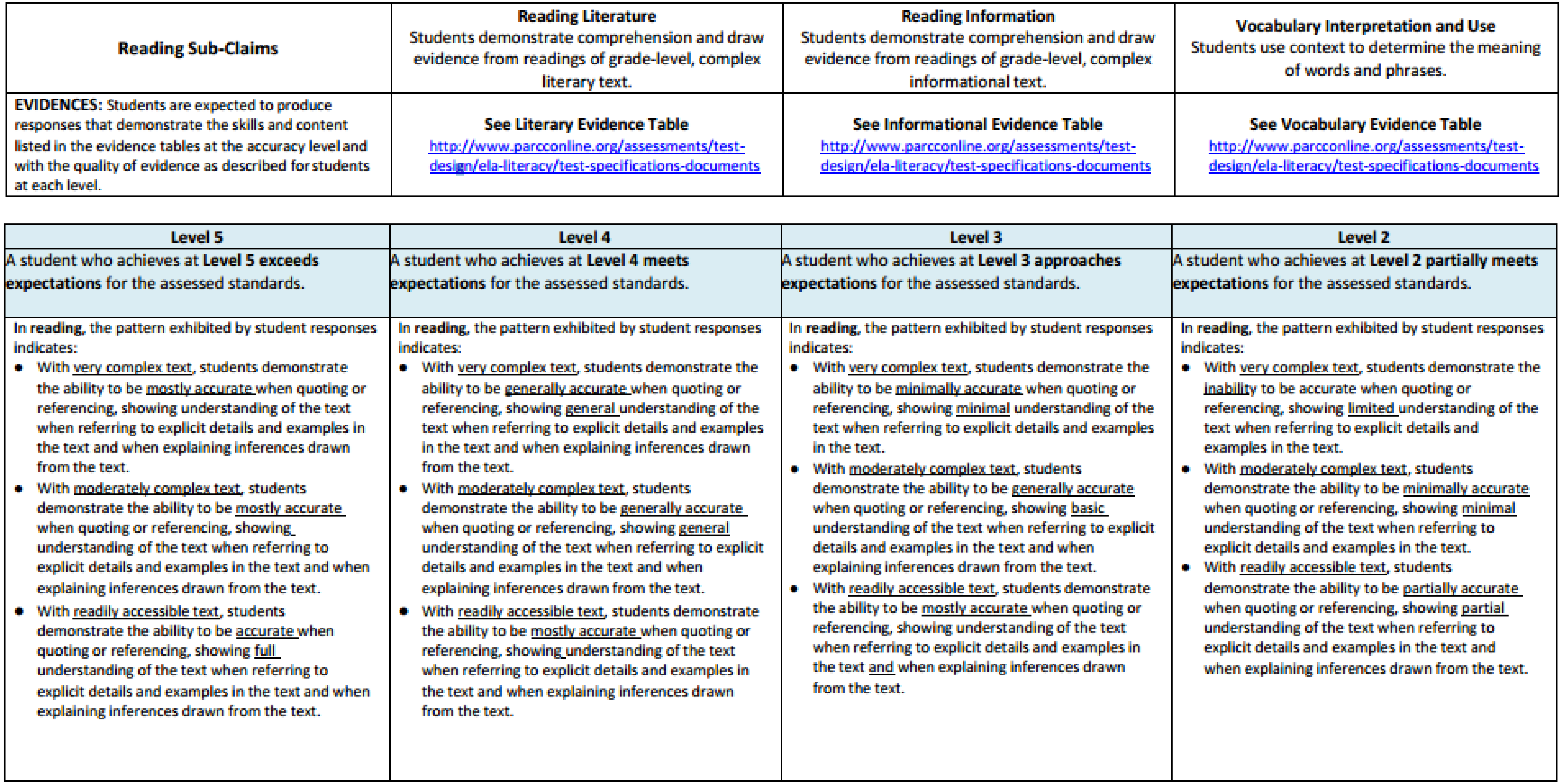
Performance Levels

Broad, categorical levels that describe how well student(s) met the expectations for their grade level or course

Level 1	Did not yet meet expectations
Level 2	Partially met expectations
Level 3	Approached expectations
Level 4	Met expectations
Level 5	Exceed expectations

CCR determination (Level 4 – Level 5)

Performance Level Descriptors - PLDs



Reading Sub-Claims	**Reading Literature** Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	**Reading Information** Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	**Vocabulary Interpretation and Use** Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents	**See Informational Evidence Table** http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents	**See Vocabulary Evidence Table** http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents

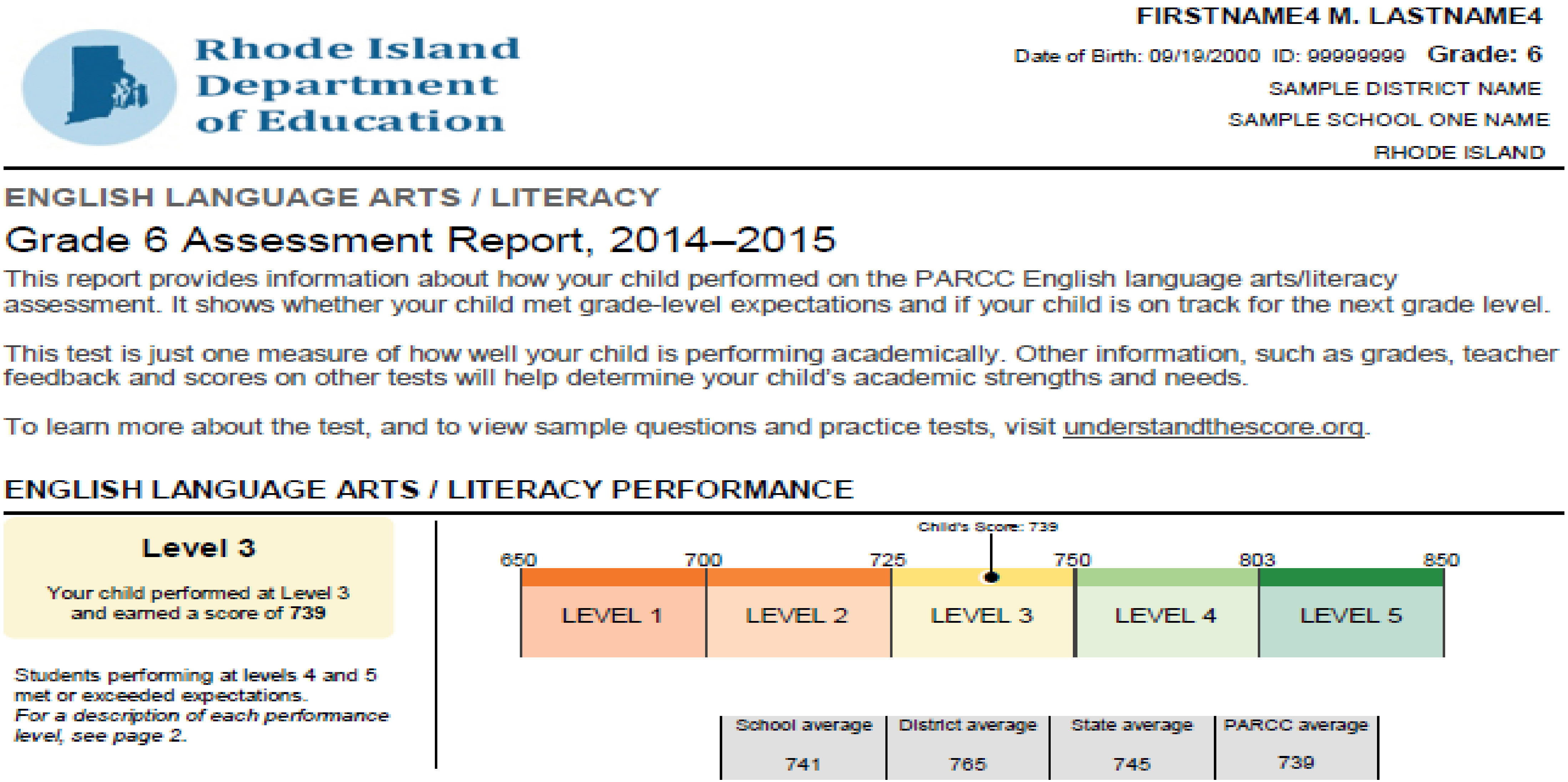
Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5 exceeds expectations** for the assessed standards.	A student who achieves at **Level 4 meets expectations** for the assessed standards.	A student who achieves at **Level 3 approaches expectations** for the assessed standards.	A student who achieves at **Level 2 partially meets expectations** for the assessed standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be accurate when quoting or referencing, showing full understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing general understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be generally accurate when quoting or referencing, showing basic understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With readily accessible text, students demonstrate the ability to be mostly accurate when quoting or referencing, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to be accurate when quoting or referencing, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text. • With readily accessible text, students demonstrate the ability to be partially accurate when quoting or referencing, showing partial understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

Best use of PARCC Performance Levels

Performance Levels

- Best measure of whether students met expectations for their grade level or course
- Useful to evaluate individual student, subgroup, school, district, and state performance
- **Best statistic**: percent of students at each performance level

English Language Arts/Literacy Student Score Report



Rhode Island
Department
of Education

FIRSTNAME4 M. LASTNAME4
Date of Birth: 09/19/2000 ID: 99999999 **Grade: 6**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
RHODE ISLAND

ENGLISH LANGUAGE ARTS / LITERACY

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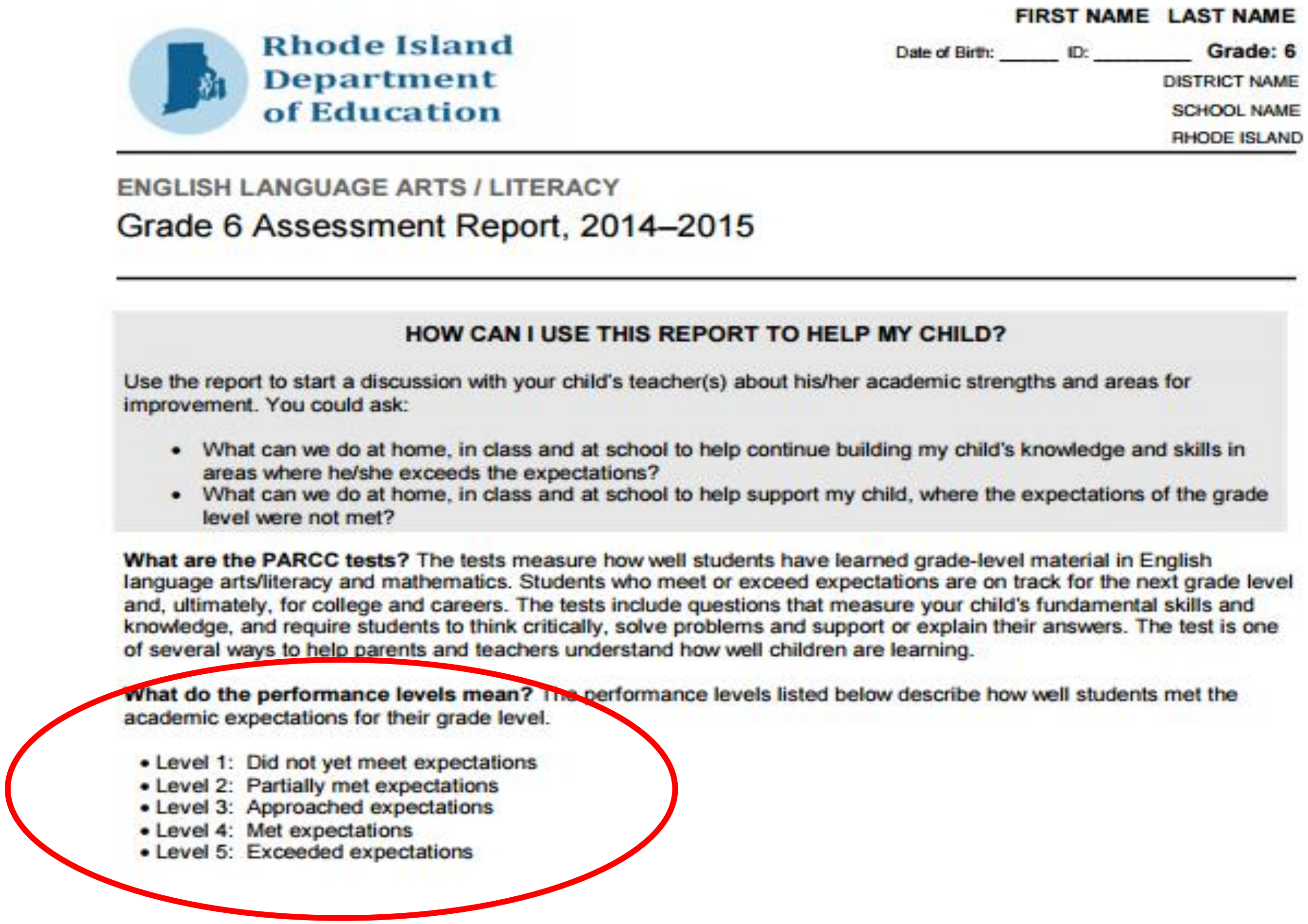

Rhode Island Department of Education

FIRST NAME LAST NAME

Date of Birth: _____ ID: _________ **Grade: 6**

DISTRICT NAME

SCHOOL NAME

RHODE ISLAND

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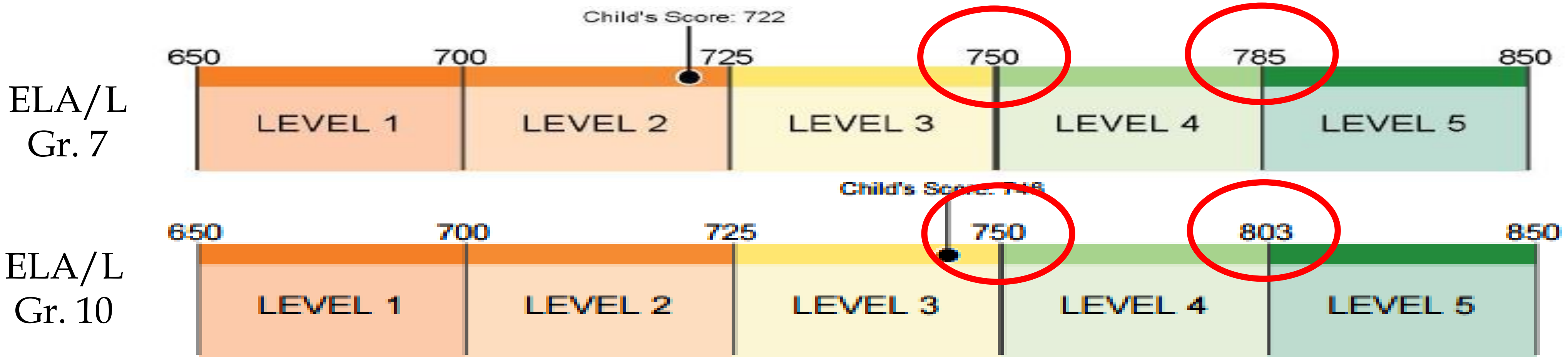
Overall Scale Scores

Numerical values that summarize the overall level of performance attained

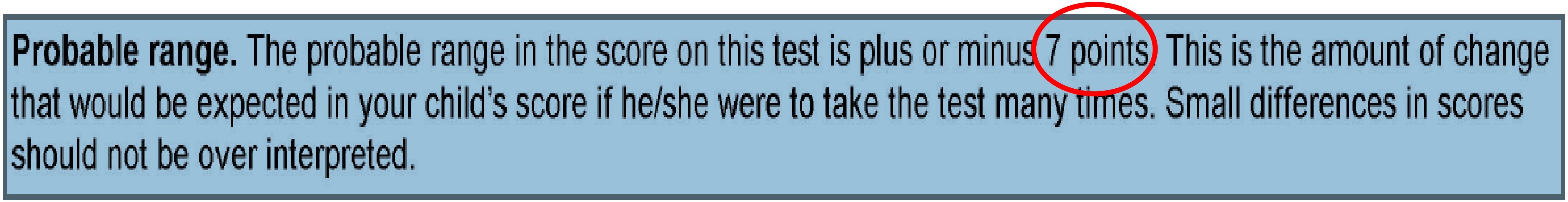
- Overall PARCC scale ranges from 650-850
- 750 = cut score between levels 3 & 4
- Cut score between levels 4 & 5 varies by grade/subject



Important Note

Probable Range

- Presented on 2nd page of Student Score Report
- Based on the conditional standard error of measurement
- Varies across forms and across levels of performance within forms



Probable range. The probable range in the score on this test is plus or minus 7 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Small differences in scores should not be over interpreted.

Reading & Writing Scale Scores

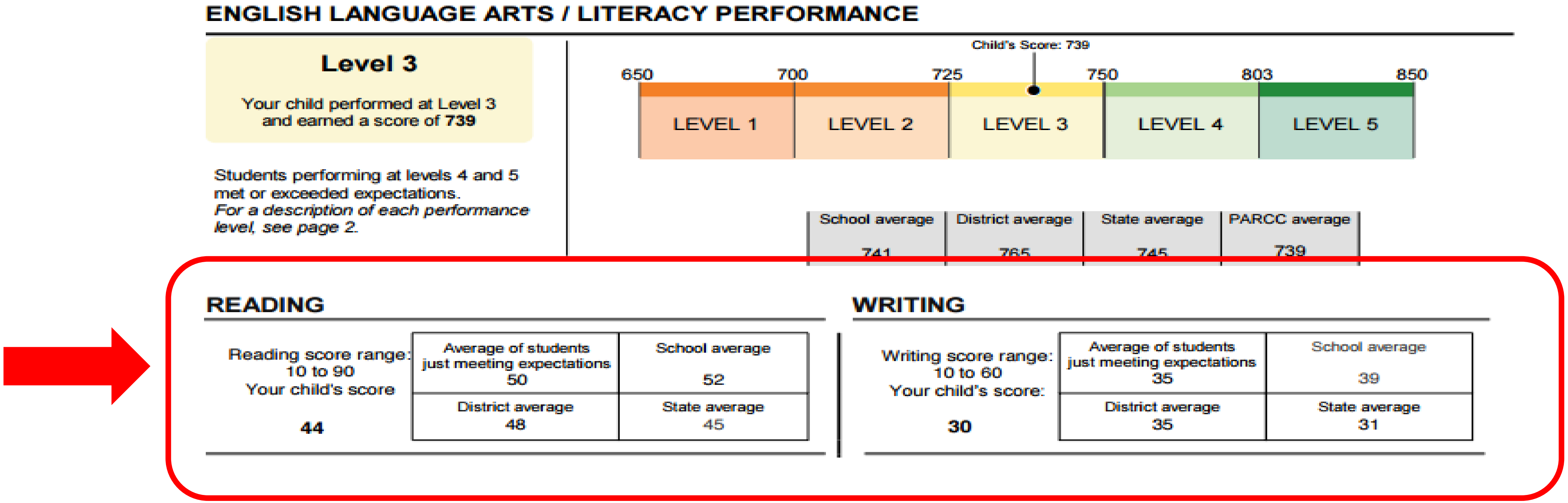
For ELA/L, performance for Reading & Writing are provided as Scale Scores on different scales from the Overall Scale Score

- **Reading** scale ranges from 10-90
  - **50** = score in Reading that students who just achieve Level 4 on the entire test are expected to obtain
- **Writing** scale ranges from 10-60
  - **35** = score in Writing that students who just achieve Level 4 on the entire test are expected to obtain

NOTE:

Reading Scale Scores + Writing Scale Scores ≠ Overall PARCC ELA/L Scale Score

English Language Arts/Literacy Student Score Report



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Best Use of PARCC Overall Scale Scores and Reading & Writing Scale Scores

- Most useful to capture performance changes over time
- Best statistic: Average scaled score within a grade level
  - Comparing Grade 3 scores from 2015 and Grade 3 scores from 2016

- Note that because the tests are not vertically aligned, taking an average of scale scores across different grade levels is not advisable

- Nor is it appropriate to measure improvement from one grade to another. For example, a 735 in grade 3 to a 745 in grade 4 is not necessarily 10 points of improvement due to the different cut scores at each grade level

REMEMBER:

Reading Scale Scores + Writing Scale Scores ≠ Overall PARCC ELA/L Scale Score

ELA/Literacy Sub-claims

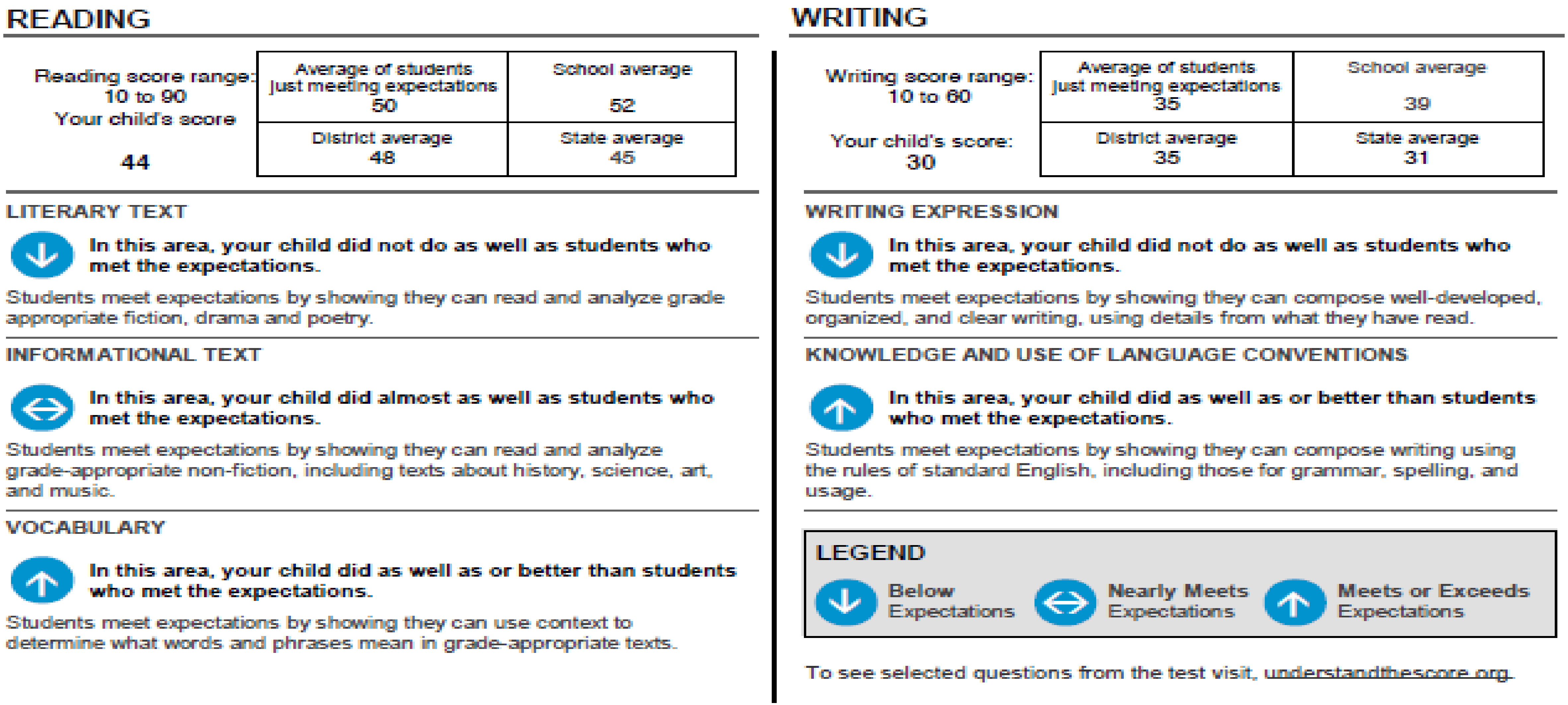
Reading			Writing	
Literary Text	Informational Text	Vocabulary	Writing Expression	Knowledge and Use of Language Conventions

Sub-claim Performance Indicators

- Represents how well students performed in each sub-claim category
- Indicators are calculated based on PARCC consortium reference group

↓ **Below Expectations**	Student did not do as well on this claim as the Level 3 student
↔ **Nearly Meets Expectations**	Student did as well on this claim as Level 3 students but not as well as Level 4 students
↑ **Meets or Exceeds Expectations**	Student did as well on this claim as Level 4 students

English Language Arts/Literacy Student Score Report



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LEGEND

↓ Below Expectations
⇔ Nearly Meets Expectations
↑ Meets or Exceeds Expectations

To see selected questions from the test visit, understandthescore.org.

Best Use of PARCC Sub-claim Performance Indicators

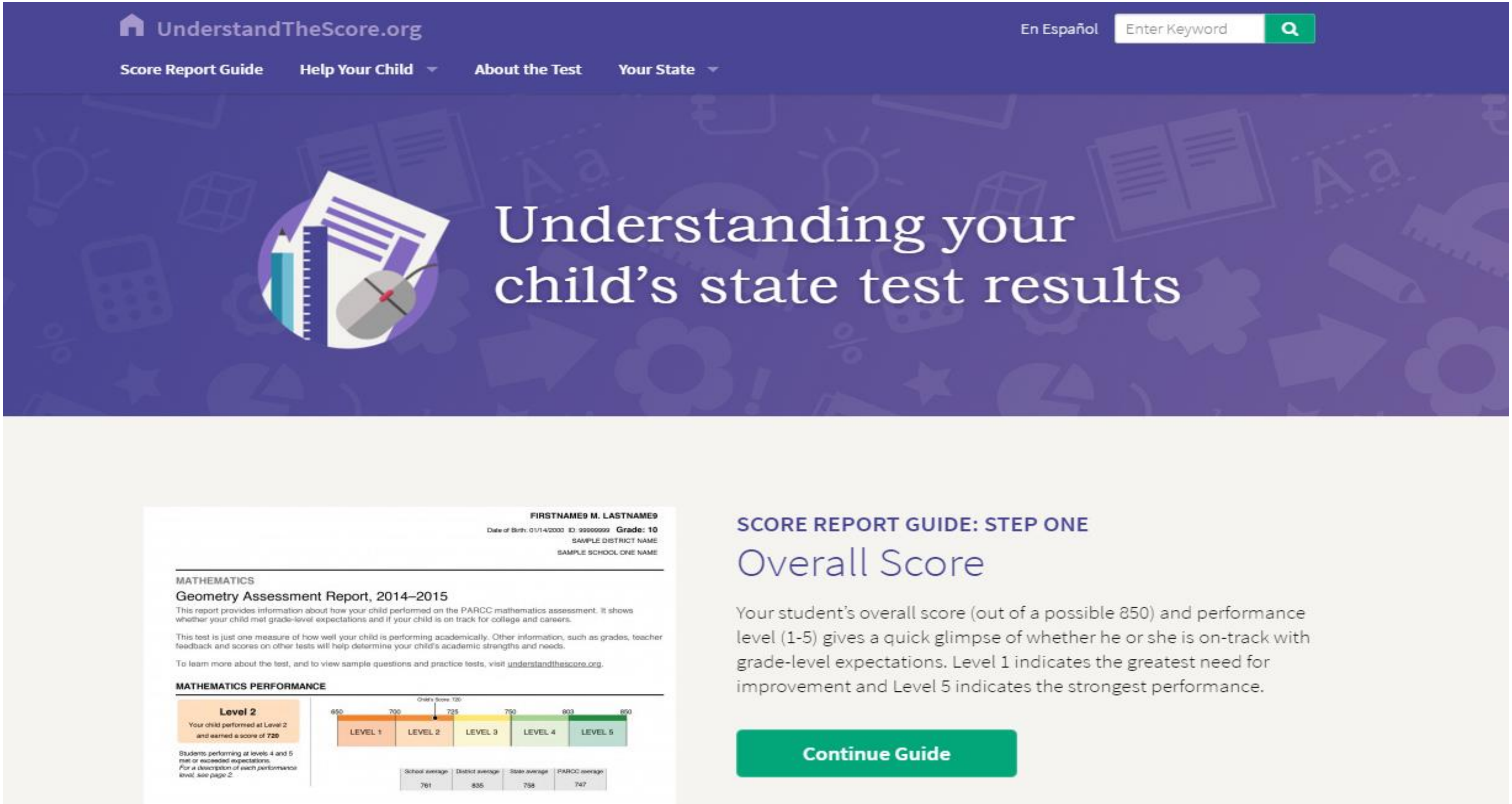
Sub-claim Performance Indicators

- At individual student level, best used with other information, such as grades, teacher feedback, and scores on other assessments, to help determine each student's unique academic strengths and needs

- At program level, useful to identify potential gaps in curriculum/standards alignment

- At state level, percentage of student performance

- **Best statistic**: percent of students at each sub-claim level


UnderstandTheScore.org
En Español
Enter Keyword
Score Report Guide
Help Your Child
About the Test
Your State
Continue Guide
Child's Score: 720
650
700
725
750
803
850
LEVEL 1
LEVEL 2
LEVEL 3
LEVEL 4
LEVEL 5

Understanding your child's state test results

FIRSTNAME9 M. LASTNAME9
Date of Birth: 01/14/2000 ID: 99999999 **Grade: 10**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME

MATHEMATICS

Geometry Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for college and careers.

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MATHEMATICS PERFORMANCE

Level 2
Your child performed at Level 2 and earned a score of **720**

Students performing at levels 4 and 5 met or exceeded expectations.
For a description of each performance level, see page 2.

School average	District average	State average	PARCC average
761	835	758	747

SCORE REPORT GUIDE: STEP ONE

Overall Score

Your student's overall score (out of a possible 850) and performance level (1-5) gives a quick glimpse of whether he or she is on-track with grade-level expectations. Level 1 indicates the greatest need for improvement and Level 5 indicates the strongest performance.

What Parents Need to Know About the Score Reports

- **The PARCC tests replace the old state tests.** They measure how well students are performing against the new state standards that guide math and English language arts instruction.
- **The PARCC tests are only one of several measures**, including report card grades and in-class performance, that are used to determine a student's academic achievement.
- **The score reports are a valuable tool for parents and teachers.** The report provides a deeper level of information that can be used to better understand where students are doing well and where they need additional support. This helps teachers and parents support students.

What Parents Need to Know About the Score Reports

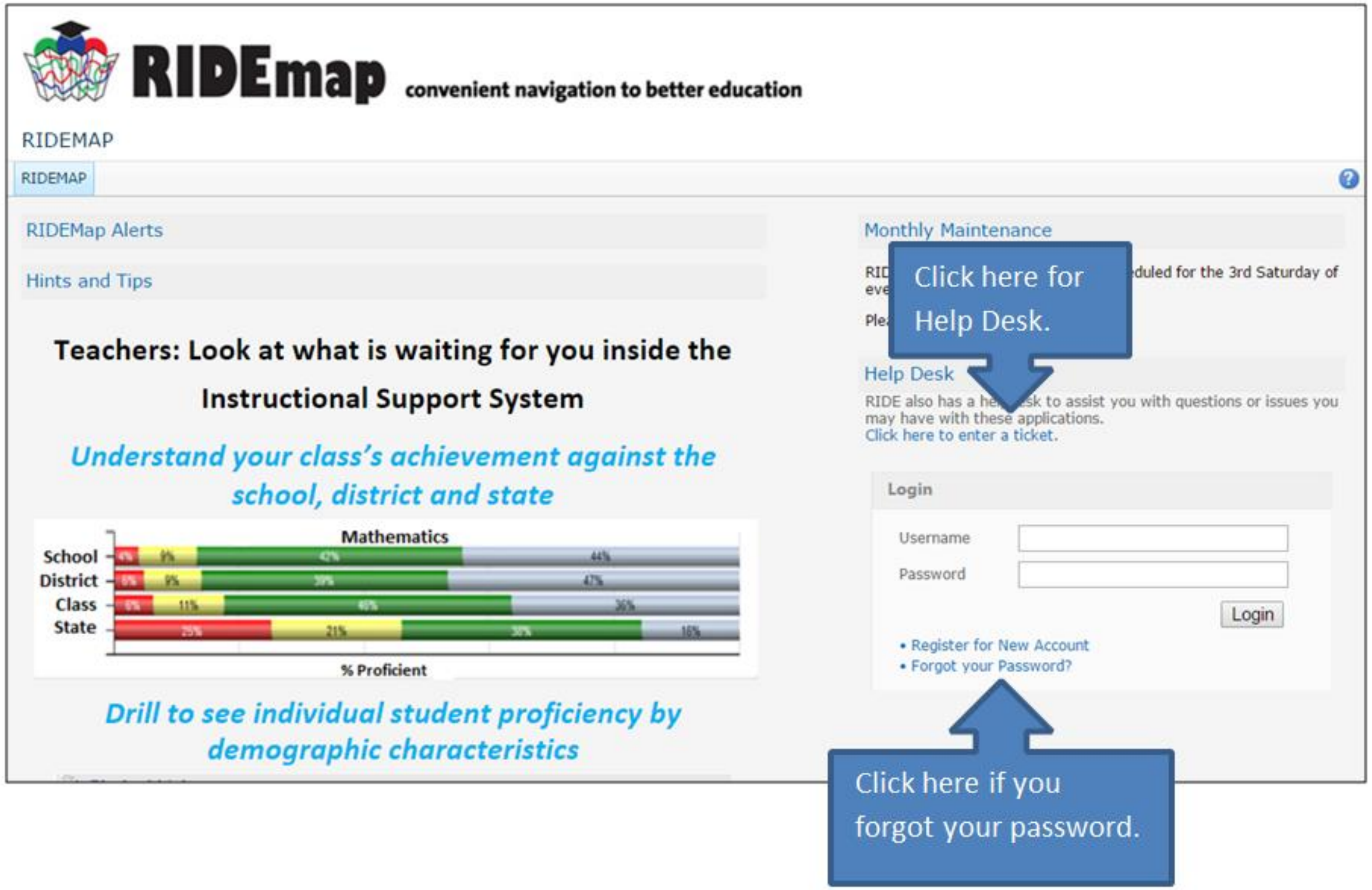
- **The PARCC tests moves away from multiple choice questions** to ones that allow students to demonstrate a real understanding of what they know and can do by writing essays, solving real world problems, and reading and analyzing complex text—all critical skills in the real-world.
- **Your child's score may look lower this year because the tests measured more complex skills.** A low score does not mean your child did not improve or learned less, but instead that the expectations have been raised for students.
- **The first year's scores are a new baseline** from which to progress from and measure against moving forward.

How will Educators in Rhode Island Access PARCC Information

- The RIDE website provides reports on state, district, and school performance on the PARCC assessments (http://ride.ri.gov/InstructionAssessment/Assessment/AssessmentResults.aspx)
- Individual Student Reports were shipped to districts (Sent 12/2015)

- The Instructional Support System (ISS) provides teachers access to the PARCC results for your class and comparisons to your school, district, and the state
- Released items are available on the PARCC Partnership Resource Library (https://prc.parcconline.org/assessments/parcc-released-items)

RIDEmap https://ridemap.ride.ri.gov


RIDEmap
convenient navigation to better education
RIDEMAP
RIDEMAP
RIDEMap Alerts
Hints and Tips
Mathematics
School
District
Class
State
4%
9%
42%
44%
6%
9%
39%
47%
6%
11%
46%
36%
25%
21%
38%
16%
% Proficient
Monthly Maintenance
Help Desk
Login
Username
Password
Login
• Register for New Account
• Forgot your Password?

Teachers: Look at what is waiting for you inside the Instructional Support System

Understand your class's achievement against the school, district and state

Drill to see individual student proficiency by demographic characteristics

RID eduled for the 3rd Saturday of eve

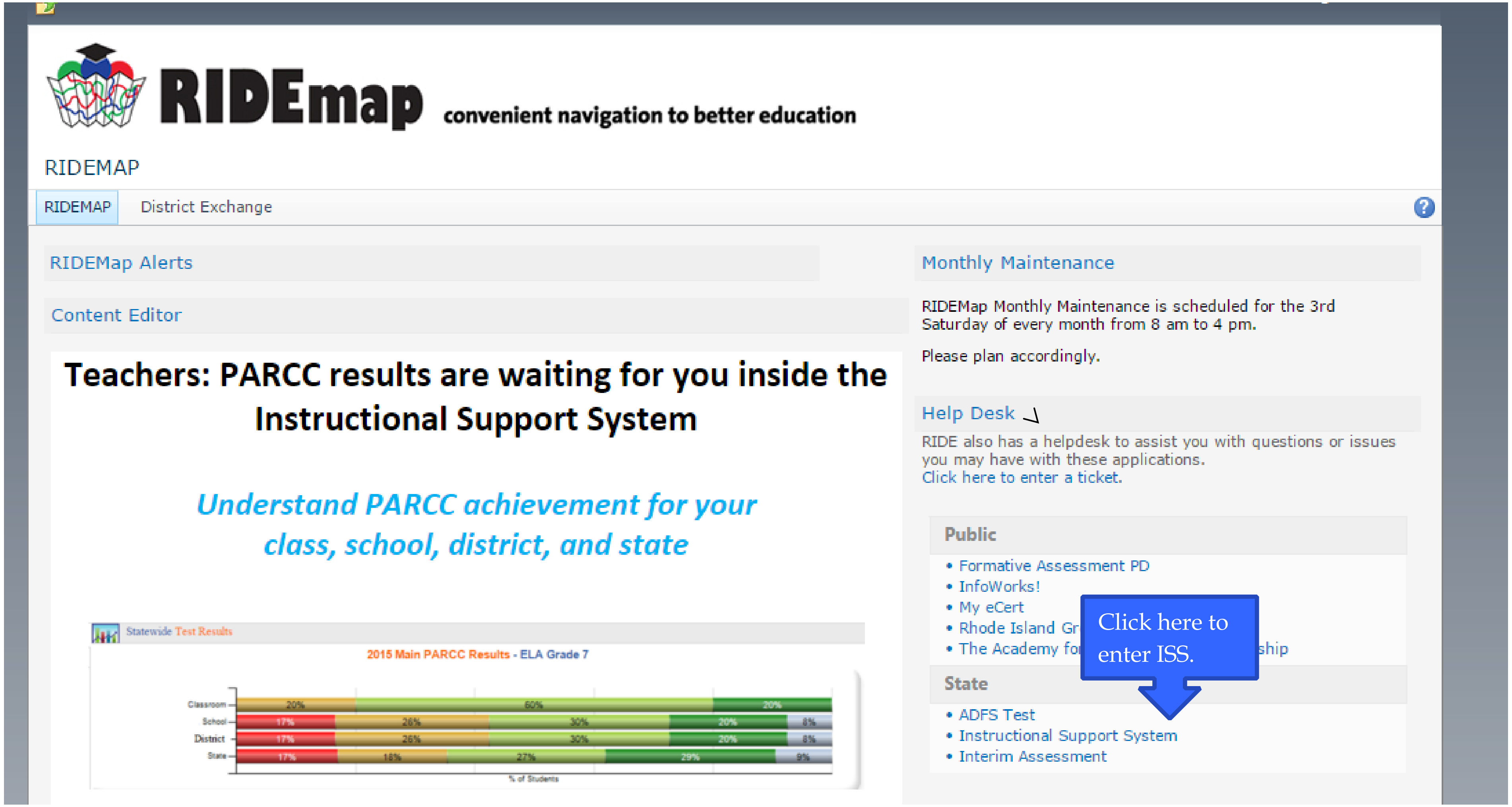
Ple

RIDE also has a help desk to assist you with questions or issues you may have with these applications.
Click here to enter a ticket.

Click here for Help Desk.

Click here if you forgot your password.

Username is firstname.lastname
Password must include capital letters, a number and a special character.



RIDEmap convenient navigation to better education

RIDEMAP

RIDEMAP District Exchange

RIDEMap Alerts

Content Editor

Teachers: PARCC results are waiting for you inside the Instructional Support System

Understand PARCC achievement for your class, school, district, and state

Statewide Test Results
2015 Main PARCC Results - ELA Grade 7
Classroom
School
District
State
20%
60%
20%
17%
26%
30%
20%
8%
17%
26%
30%
20%
8%
17%
18%
27%
29%
9%
% of Students

Monthly Maintenance

RIDEMap Monthly Maintenance is scheduled for the 3rd Saturday of every month from 8 am to 4 pm.

Please plan accordingly.

Help Desk

RIDE also has a helpdesk to assist you with questions or issues you may have with these applications.
Click here to enter a ticket.

Public

- Formative Assessment PD
- InfoWorks!
- My eCert
- Rhode Island Gr
- The Academy fo ship

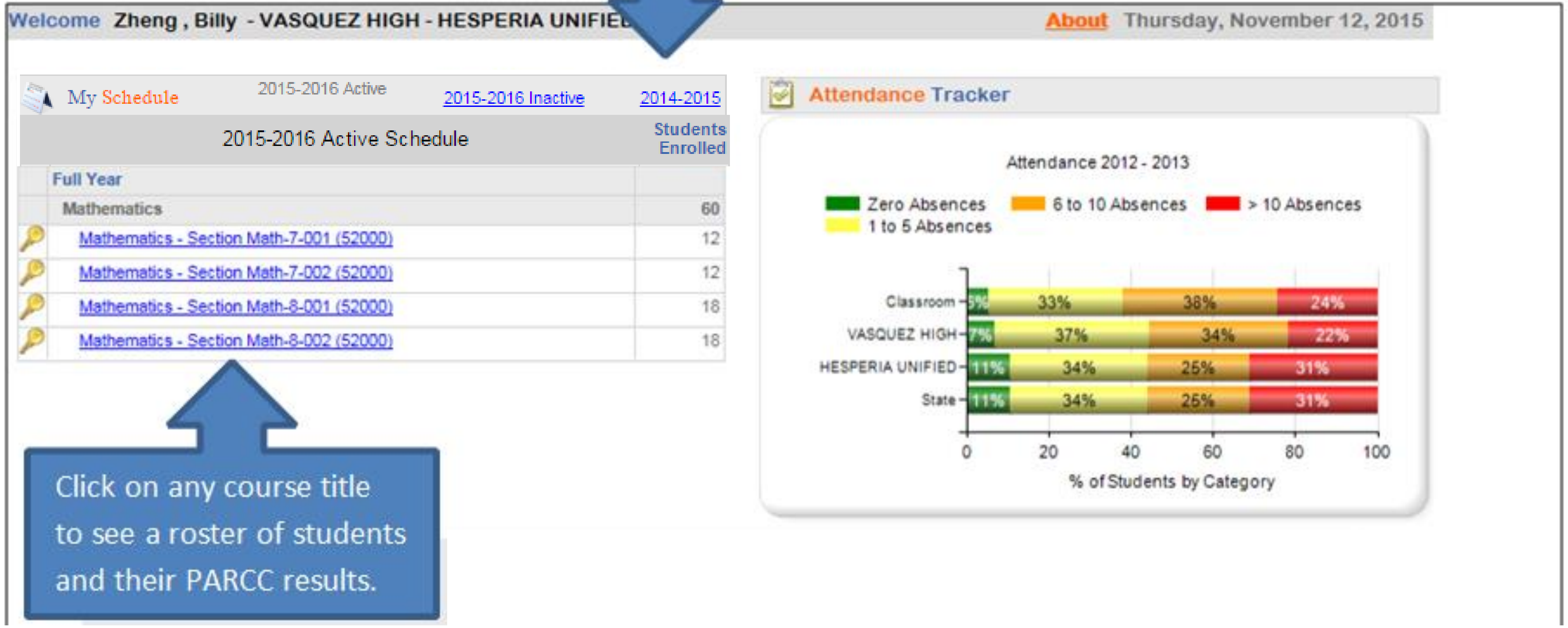
State

- ADFS Test
- Instructional Support System
- Interim Assessment

Click here to enter ISS.

Instructional Support System: Teacher Dashboard

Click on the Inactive schedule, then any course title to view last year's students results.



Welcome Zheng , Billy - VASQUEZ HIGH - HESPERIA UNIFIE

About Thursday, November 12, 2015

My Schedule 2015-2016 Active 2015-2016 Inactive 2014-2015

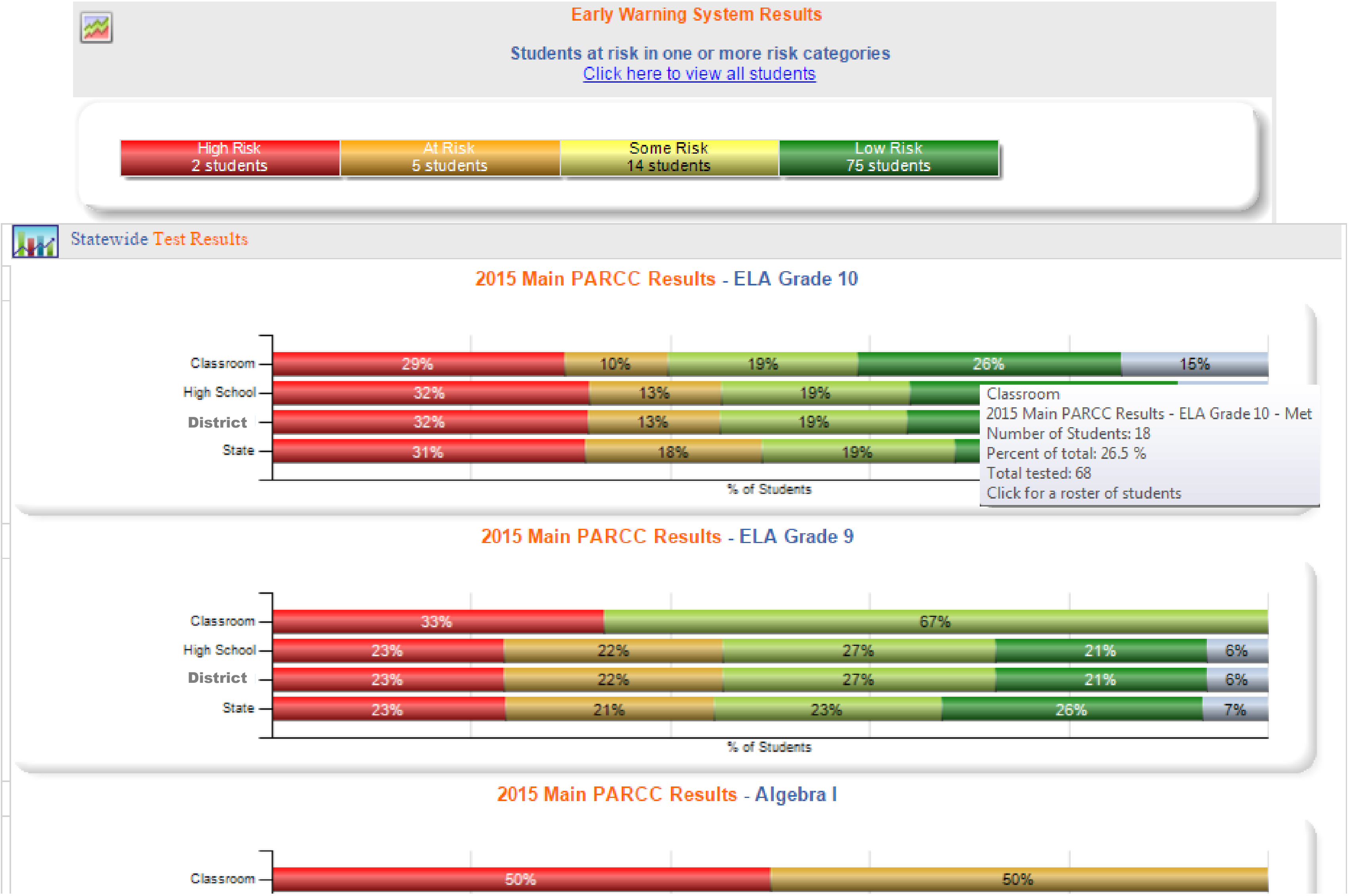
2015-2016 Active Schedule	Students Enrolled
Full Year	
Mathematics	60
Mathematics - Section Math-7-001 (52000)	12
Mathematics - Section Math-7-002 (52000)	12
Mathematics - Section Math-8-001 (52000)	18
Mathematics - Section Math-8-002 (52000)	18

Attendance Tracker

Attendance 2012 - 2013
Zero Absences
6 to 10 Absences
> 10 Absences
1 to 5 Absences
Classroom
5%
33%
38%
24%
VASQUEZ HIGH
7%
37%
34%
22%
HESPERIA UNIFIED
11%
34%
25%
31%
State
11%
34%
25%
31%
0
20
40
60
80
100
% of Students by Category

Click on any course title to see a roster of students and their PARCC results.

Instructional Support System: Teacher Dashboard



Early Warning System Results

Students at risk in one or more risk categories

Click here to view all students

High Risk	At Risk	Some Risk	Low Risk
2 students	5 students	14 students	75 students

Statewide Test Results

2015 Main PARCC Results - ELA Grade 10

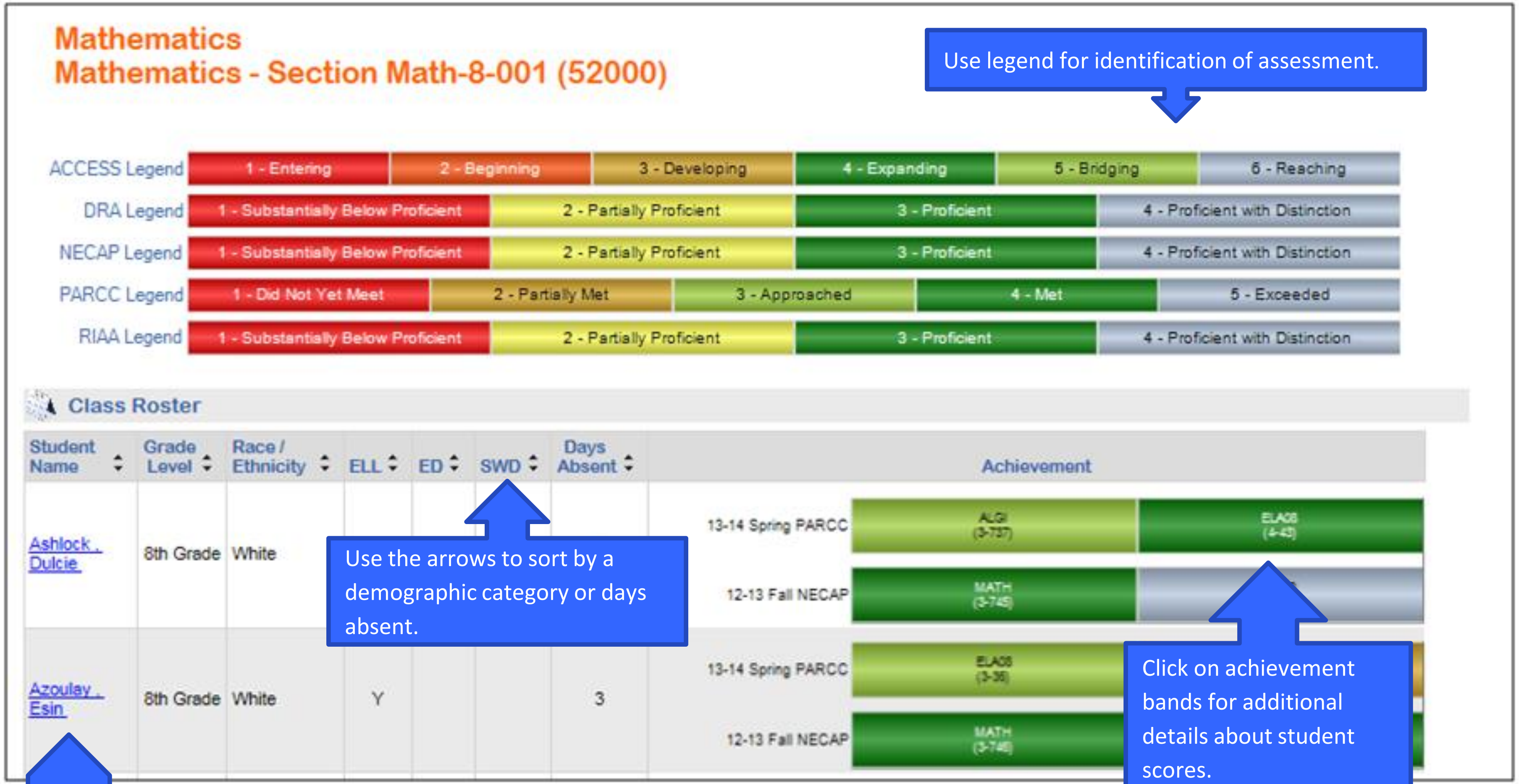
Classroom
2015 Main PARCC Results - ELA Grade 10 - Met
Number of Students: 18
Percent of total: 26.5 %
Total tested: 68
Click for a roster of students

2015 Main PARCC Results - ELA Grade 9

2015 Main PARCC Results - Algebra I

Classroom
High School
District
State
29%
10%
19%
26%
15%
32%
13%
19%
32%
13%
19%
31%
18%
19%
% of Students
Classroom
High School
District
State
33%
67%
23%
22%
27%
21%
6%
23%
22%
27%
21%
6%
23%
21%
23%
26%
7%
% of Students
Classroom
50%
50%

ISS: Teacher Dashboard



Mathematics
Mathematics - Section Math-8-001 (52000)

ACCESS Legend	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
DRA Legend	1 - Substantially Below Proficient	2 - Partially Proficient	3 - Proficient	4 - Proficient with Distinction		
NECAP Legend	1 - Substantially Below Proficient	2 - Partially Proficient	3 - Proficient	4 - Proficient with Distinction		
PARCC Legend	1 - Did Not Yet Meet	2 - Partially Met	3 - Approached	4 - Met	5 - Exceeded	
RIAA Legend	1 - Substantially Below Proficient	2 - Partially Proficient	3 - Proficient	4 - Proficient with Distinction		

Class Roster

Student Name	Grade Level	Race / Ethnicity	ELL	ED	SWD	Days Absent	Achievement
Ashlock , Dulcie	8th Grade	White					13-14 Spring PARCC: ALGI (3-737), ELA08 (4-43) 12-13 Fall NECAP: MATH (3-745)
Azoulay , Esin	8th Grade	White	Y			3	13-14 Spring PARCC: ELA08 (3-36) 12-13 Fall NECAP: MATH (3-746)

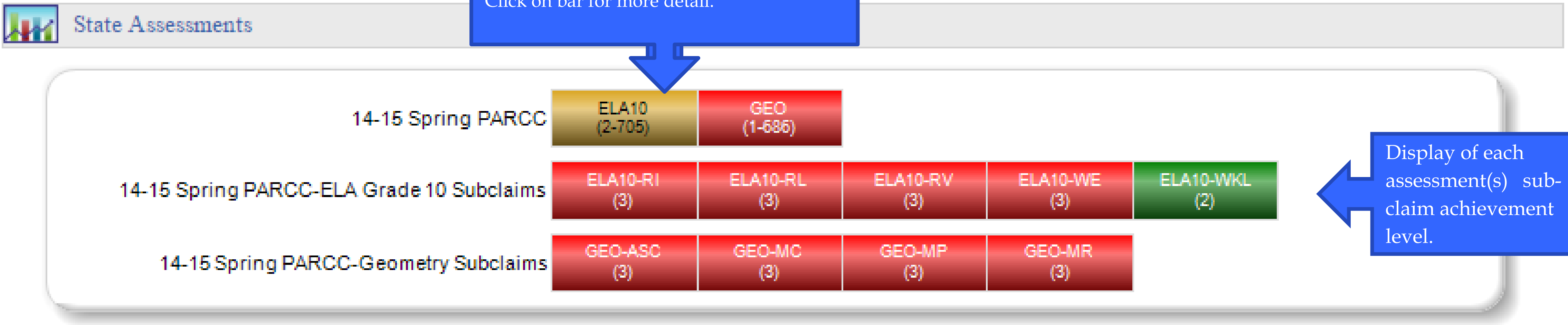
Use legend for identification of assessment.

Use the arrows to sort by a demographic category or days absent.

Click on achievement bands for additional details about student scores.

Click on student name to view student profile page.

Student Profile Report: PARCC results



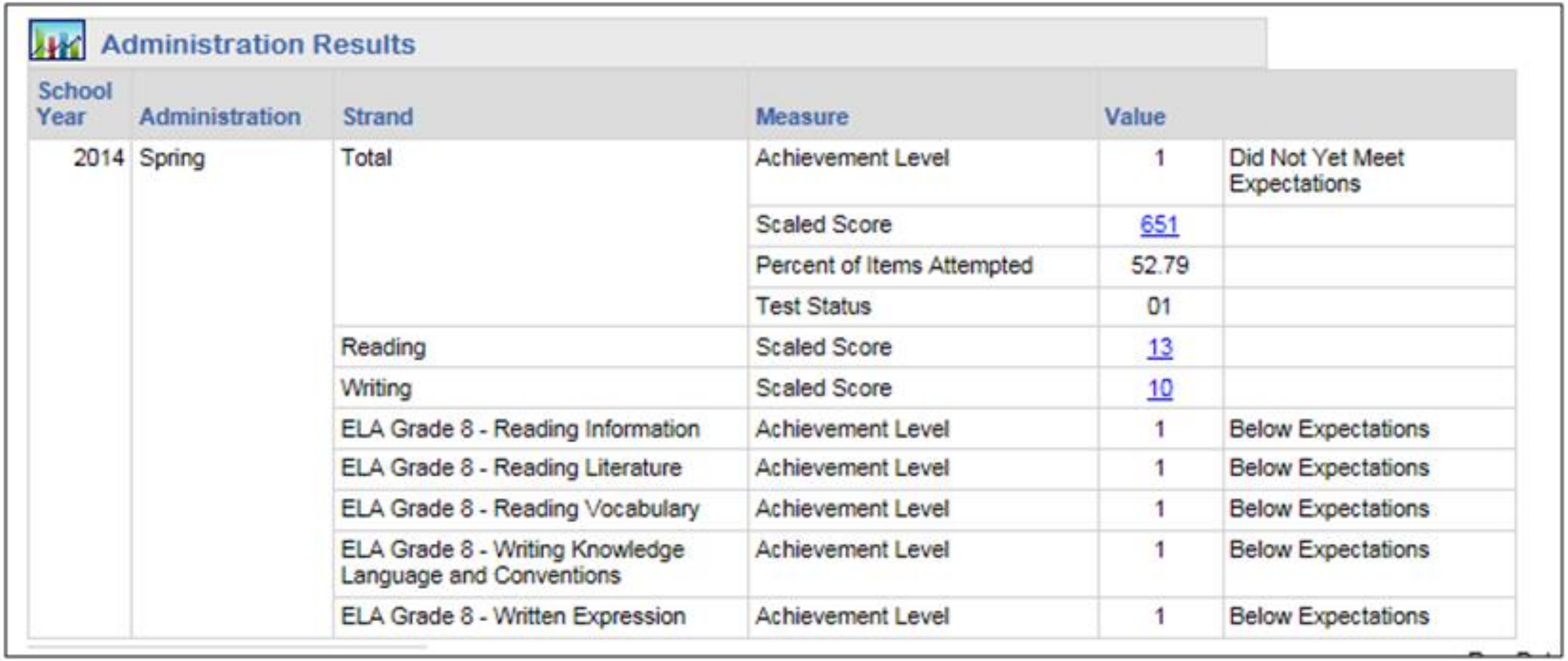
State Assessments

14-15 Spring PARCC	ELA10 (2-705)	GEO (1-686)			
14-15 Spring PARCC-ELA Grade 10 Subclaims	ELA10-RI (3)	ELA10-RL (3)	ELA10-RV (3)	ELA10-WE (3)	ELA10-WKL (2)
14-15 Spring PARCC-Geometry Subclaims	GEO-ASC (3)	GEO-MC (3)	GEO-MP (3)	GEO-MR (3)	

Click on bar for more detail.

Display of each assessment(s) sub-claim achievement level.

ISS: Teacher Dashboard



Administration Results

School Year	Administration	Strand	Measure	Value	
2014	Spring	Total	Achievement Level	1	Did Not Yet Meet Expectations
			Scaled Score	651	
			Percent of Items Attempted	52.79	
			Test Status	01	
		Reading	Scaled Score	13	
		Writing	Scaled Score	10	
		ELA Grade 8 - Reading Information	Achievement Level	1	Below Expectations
		ELA Grade 8 - Reading Literature	Achievement Level	1	Below Expectations
		ELA Grade 8 - Reading Vocabulary	Achievement Level	1	Below Expectations
		ELA Grade 8 - Writing Knowledge Language and Conventions	Achievement Level	1	Below Expectations
		ELA Grade 8 - Written Expression	Achievement Level	1	Below Expectations

Utilizing 1st year PARCC Data: Quick Snap Shot

As you review your own data…

- Remember PARCC data is 1 data point and should be used in concert with current data collection (e.g., grades, district assessments)

Questions to keep in mind:

- What patterns are you noticing in your data?
- What generalizations can you make based upon your class/district data?
- Any areas of surprises? Confirmations?

Now that I know, what should I do next?

- Review released items and sample student responses & CALIBRATE expectations
- Reflect on current understanding of standards in conjunction with now seeing expectations of student responses

Calibration

PURPOSE:

- Build CONSISTENCY
  - Interpretation of rubric
  - Evaluation of qualities found in student work
  - Application of rubric to score student work across classes, schools, and LEAs
- Establish RELIABILITY of scores
- ALIGN student work to the standard(s)

Calibration can:

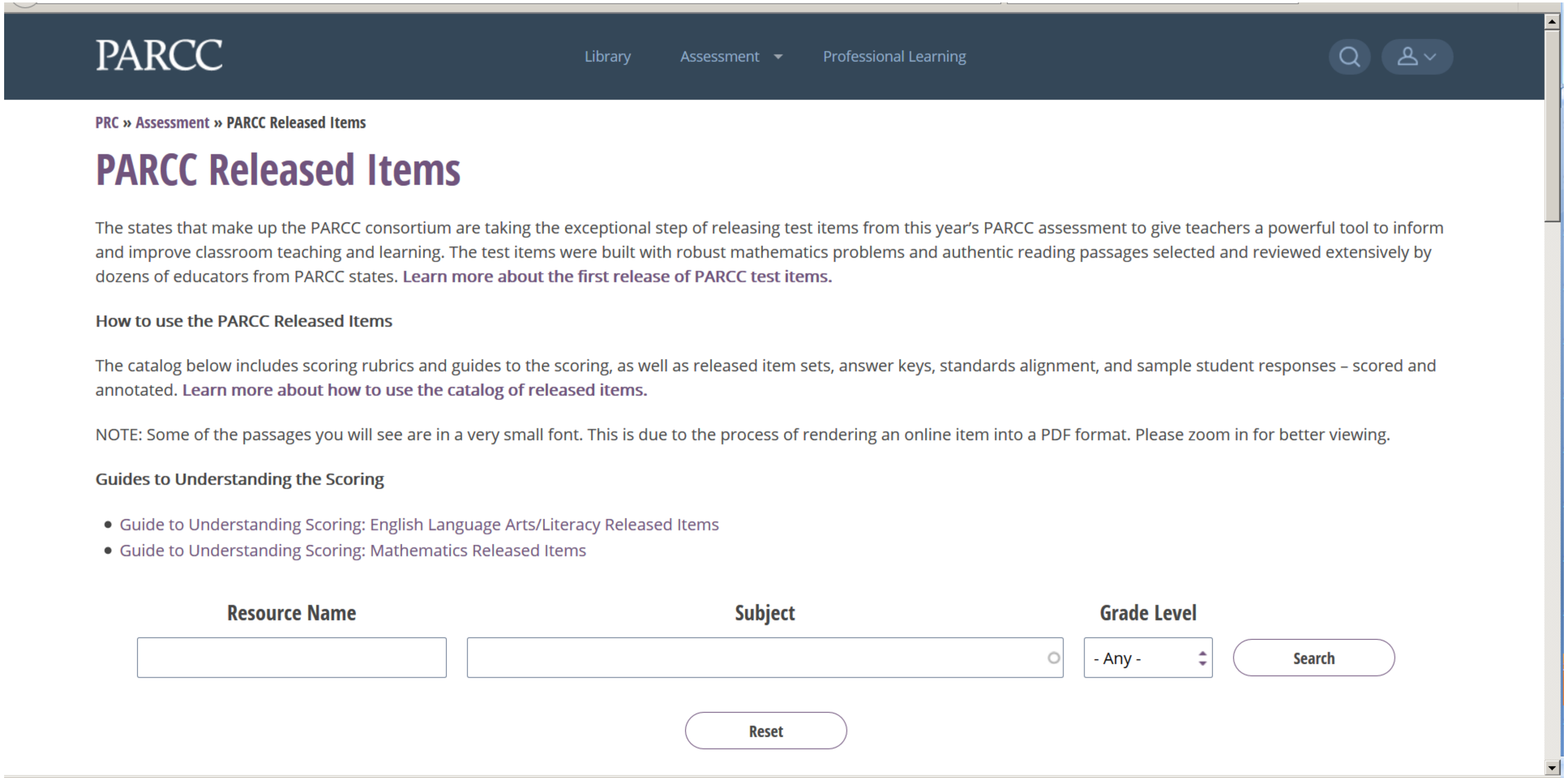
Align the scorers with the existing rubric & anchor papers

OR

Identify anchor papers using the rubric

Released Items & Student Response Samples

- Available on the PARCC Partnership Resource Library (https://prc.parcconline.org/assessments/parcc-released-items)



PRC » Assessment » PARCC Released Items

PARCC Released Items

The states that make up the PARCC consortium are taking the exceptional step of releasing test items from this year's PARCC assessment to give teachers a powerful tool to inform and improve classroom teaching and learning. The test items were built with robust mathematics problems and authentic reading passages selected and reviewed extensively by dozens of educators from PARCC states. Learn more about the first release of PARCC test items.

How to use the PARCC Released Items

The catalog below includes scoring rubrics and guides to the scoring, as well as released item sets, answer keys, standards alignment, and sample student responses – scored and annotated. Learn more about how to use the catalog of released items.

NOTE: Some of the passages you will see are in a very small font. This is due to the process of rendering an online item into a PDF format. Please zoom in for better viewing.

Guides to Understanding the Scoring

- Guide to Understanding Scoring: English Language Arts/Literacy Released Items
- Guide to Understanding Scoring: Mathematics Released Items

Released Items & Student Response Samples

PARCC Consortium goal:

To release one complete form at every grade level

- ➢Literary Analysis Task (LAT)
- ➢Research Simulation Task (RST)
- ➢Narrative Writing Task (NWT)

- ➢Along with grade appropriate Literary/ Informational Short or Long passages and/or Paired Sets

TASK Released Item Sets

INCLUDE:

- Texts (if permissions granted)
- PDFs of each item
- Answer key, which includes standard alignment
- Sample ANCHOR Papers **and** Practice Papers of student responses
- Annotations for Anchor Papers, when applicable
- Grade Appropriate RUBRICS (ie., Grade 3, Grades 4-5, & Grades 6-11)
- NOTES – often share information regarding items within set

IMPORTANT: Some released sets include item types that are no longer being developed for use on the PARCC assessment (e.g., 3 part EBSR items, TECRs which highlight the WHOLE text for students to select one piece of evidence)

Students Experience: RST

Students read three informational texts: **1 Extended Text**

2 Additional Texts

REMINDER: Grade 3 has only 1 Additional Informational Text

Students complete:

8* Evidence Based Selected Response (EBSR) & Technology Enhanced Constructed Response (TECR)

1 Prose Constructed Response (PCR)

*Reflects the item reduction, per blueprint updates for the PARCC ELA/Literacy Spring 2016 administration

Grade 8 – Research Simulation Task

TEXTS:

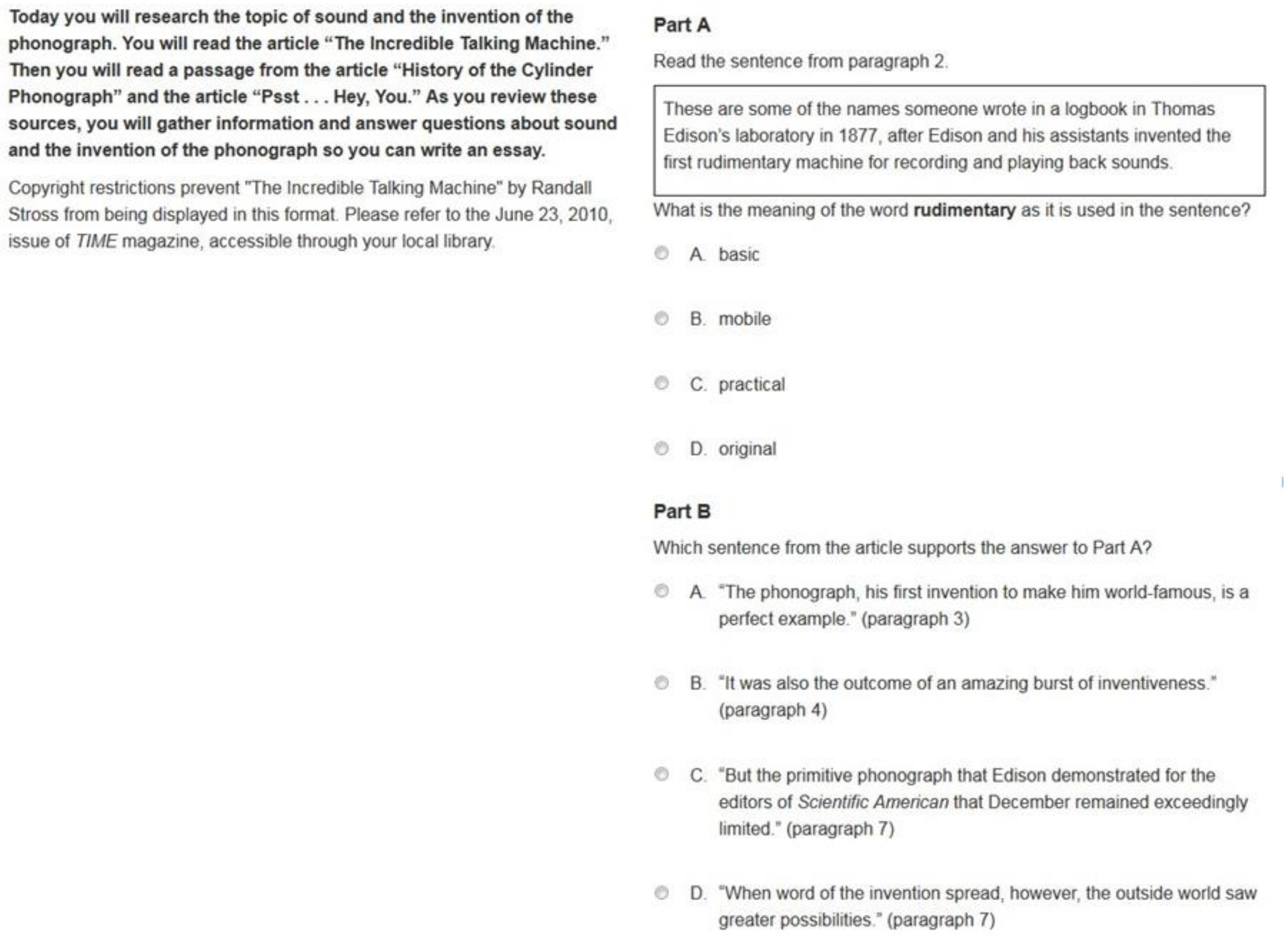
Article: “The Incredible Talking Machine” by Randall Stross*

Passage from the Article: “History of the Cylinder Phonograph”

Article: “Psst…Hey, You.” by Mark Fischetti

* Permission was not granted for this passage.

Grade 8 RST: Item Analysis



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Copyright restrictions prevent "The Incredible Talking Machine" by Randall Stross from being displayed in this format. Please refer to the June 23, 2010, issue of *TIME* magazine, accessible through your local library.

Part A

Read the sentence from paragraph 2.

> These are some of the names someone wrote in a logbook in Thomas Edison's laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds.

What is the meaning of the word **rudimentary** as it is used in the sentence?

○ A. basic

○ B. mobile

○ C. practical

○ D. original

Part B

Which sentence from the article supports the answer to Part A?

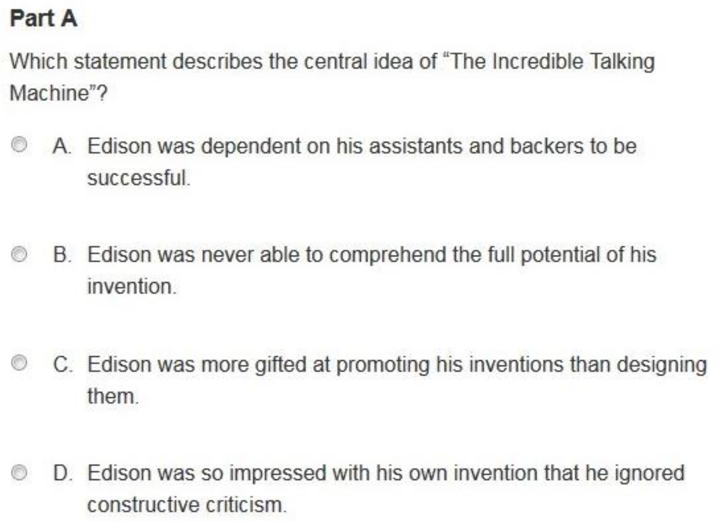
○ A. "The phonograph, his first invention to make him world-famous, is a perfect example." (paragraph 3)

○ B. "It was also the outcome of an amazing burst of inventiveness." (paragraph 4)

○ C. "But the primitive phonograph that Edison demonstrated for the editors of *Scientific American* that December remained exceedingly limited." (paragraph 7)

○ D. "When word of the invention spread, however, the outside world saw greater possibilities." (paragraph 7)

Grade 8 RST: Item Analysis



Part A

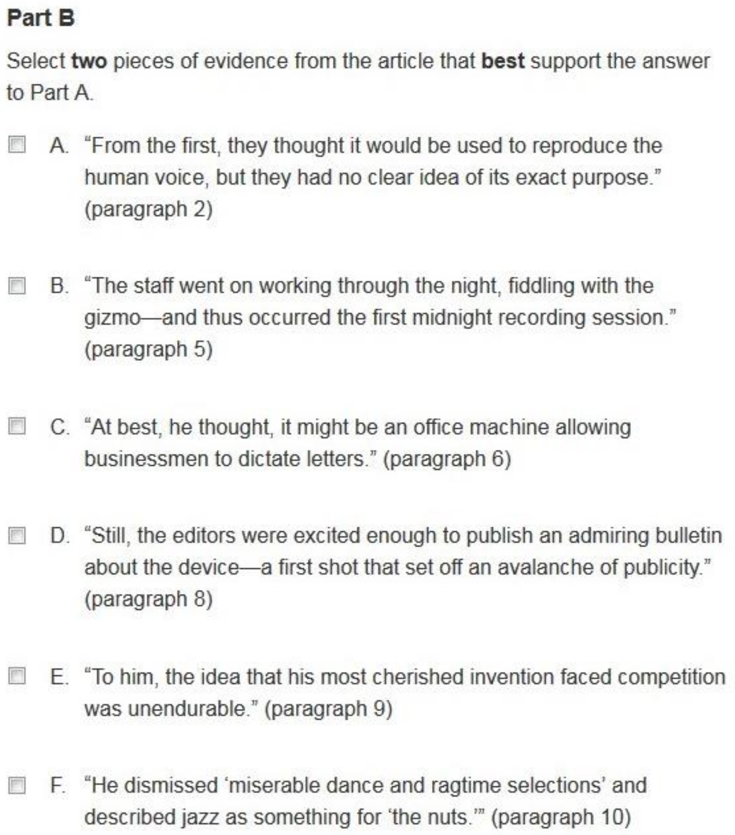
Which statement describes the central idea of “The Incredible Talking Machine”?

○ A. Edison was dependent on his assistants and backers to be successful.

○ B. Edison was never able to comprehend the full potential of his invention.

○ C. Edison was more gifted at promoting his inventions than designing them.

○ D. Edison was so impressed with his own invention that he ignored constructive criticism.



Part B

Select **two** pieces of evidence from the article that **best** support the answer to Part A.

☐ A. “From the first, they thought it would be used to reproduce the human voice, but they had no clear idea of its exact purpose.” (paragraph 2)

☐ B. “The staff went on working through the night, fiddling with the gizmo—and thus occurred the first midnight recording session.” (paragraph 5)

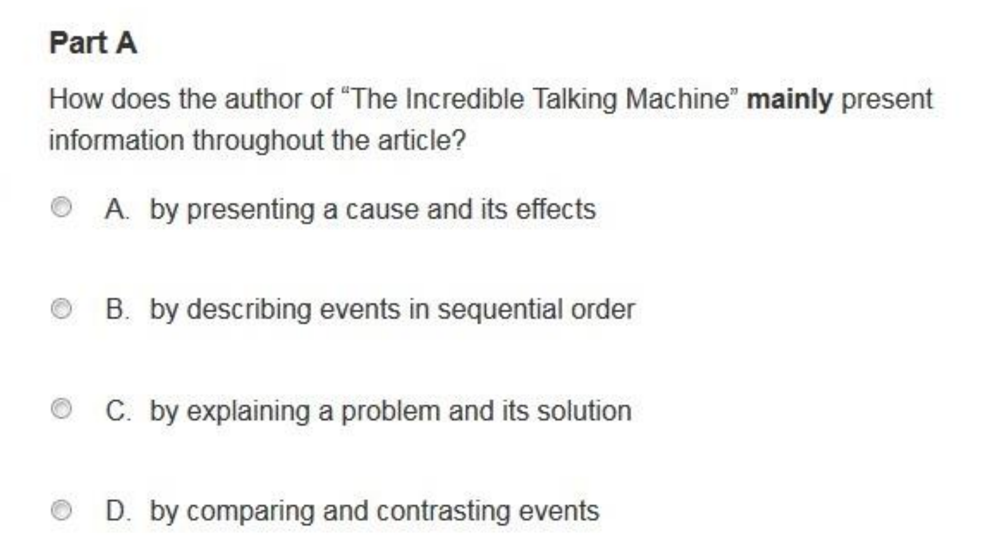
☐ C. “At best, he thought, it might be an office machine allowing businessmen to dictate letters.” (paragraph 6)

☐ D. “Still, the editors were excited enough to publish an admiring bulletin about the device—a first shot that set off an avalanche of publicity.” (paragraph 8)

☐ E. “To him, the idea that his most cherished invention faced competition was unendurable.” (paragraph 9)

☐ F. “He dismissed ‘miserable dance and ragtime selections’ and described jazz as something for ‘the nuts.’” (paragraph 10)

Grade 8 RST: Item Analysis



Part A

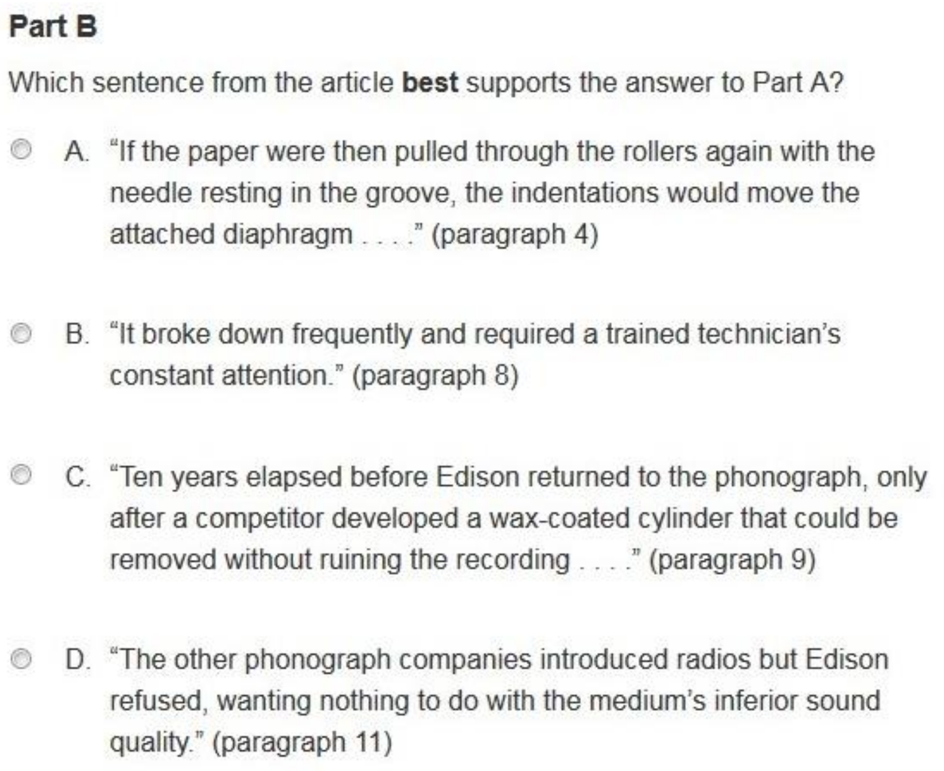
How does the author of “The Incredible Talking Machine” **mainly** present information throughout the article?

○ A. by presenting a cause and its effects

○ B. by describing events in sequential order

○ C. by explaining a problem and its solution

○ D. by comparing and contrasting events



Part B

Which sentence from the article **best** supports the answer to Part A?

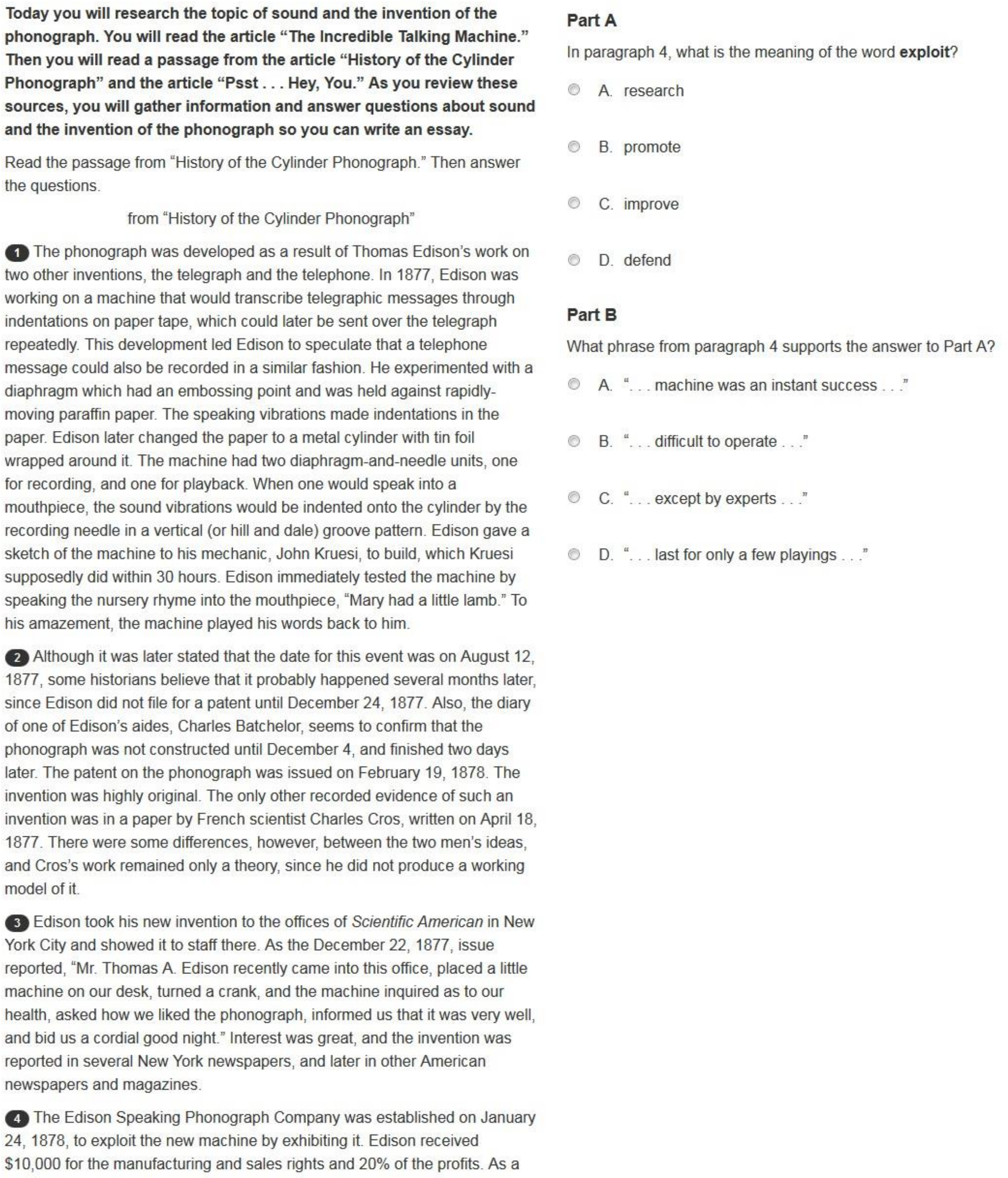
○ A. “If the paper were then pulled through the rollers again with the needle resting in the groove, the indentations would move the attached diaphragm . . . .” (paragraph 4)

○ B. “It broke down frequently and required a trained technician’s constant attention.” (paragraph 8)

○ C. “Ten years elapsed before Edison returned to the phonograph, only after a competitor developed a wax-coated cylinder that could be removed without ruining the recording . . . .” (paragraph 9)

○ D. “The other phonograph companies introduced radios but Edison refused, wanting nothing to do with the medium’s inferior sound quality.” (paragraph 11)

Grade 8 RST: Item Analysis



Today you will research the topic of sound and the invention of the phonograph. You will read the article "The Incredible Talking Machine." Then you will read a passage from the article "History of the Cylinder Phonograph" and the article "Psst . . . Hey, You." As you review these sources, you will gather information and answer questions about sound and the invention of the phonograph so you can write an essay.

Read the passage from "History of the Cylinder Phonograph." Then answer the questions.

from "History of the Cylinder Phonograph"

① The phonograph was developed as a result of Thomas Edison's work on two other inventions, the telegraph and the telephone. In 1877, Edison was working on a machine that would transcribe telegraphic messages through indentations on paper tape, which could later be sent over the telegraph repeatedly. This development led Edison to speculate that a telephone message could also be recorded in a similar fashion. He experimented with a diaphragm which had an embossing point and was held against rapidly-moving paraffin paper. The speaking vibrations made indentations in the paper. Edison later changed the paper to a metal cylinder with tin foil wrapped around it. The machine had two diaphragm-and-needle units, one for recording, and one for playback. When one would speak into a mouthpiece, the sound vibrations would be indented onto the cylinder by the recording needle in a vertical (or hill and dale) groove pattern. Edison gave a sketch of the machine to his mechanic, John Kruesi, to build, which Kruesi supposedly did within 30 hours. Edison immediately tested the machine by speaking the nursery rhyme into the mouthpiece, "Mary had a little lamb." To his amazement, the machine played his words back to him.

② Although it was later stated that the date for this event was on August 12, 1877, some historians believe that it probably happened several months later, since Edison did not file for a patent until December 24, 1877. Also, the diary of one of Edison's aides, Charles Batchelor, seems to confirm that the phonograph was not constructed until December 4, and finished two days later. The patent on the phonograph was issued on February 19, 1878. The invention was highly original. The only other recorded evidence of such an invention was in a paper by French scientist Charles Cros, written on April 18, 1877. There were some differences, however, between the two men's ideas, and Cros's work remained only a theory, since he did not produce a working model of it.

③ Edison took his new invention to the offices of *Scientific American* in New York City and showed it to staff there. As the December 22, 1877, issue reported, "Mr. Thomas A. Edison recently came into this office, placed a little machine on our desk, turned a crank, and the machine inquired as to our health, asked how we liked the phonograph, informed us that it was very well, and bid us a cordial good night." Interest was great, and the invention was reported in several New York newspapers, and later in other American newspapers and magazines.

④ The Edison Speaking Phonograph Company was established on January 24, 1878, to exploit the new machine by exhibiting it. Edison received $10,000 for the manufacturing and sales rights and 20% of the profits. As a

Part A

In paragraph 4, what is the meaning of the word **exploit**?

○ A. research

○ B. promote

○ C. improve

○ D. defend

Part B

What phrase from paragraph 4 supports the answer to Part A?

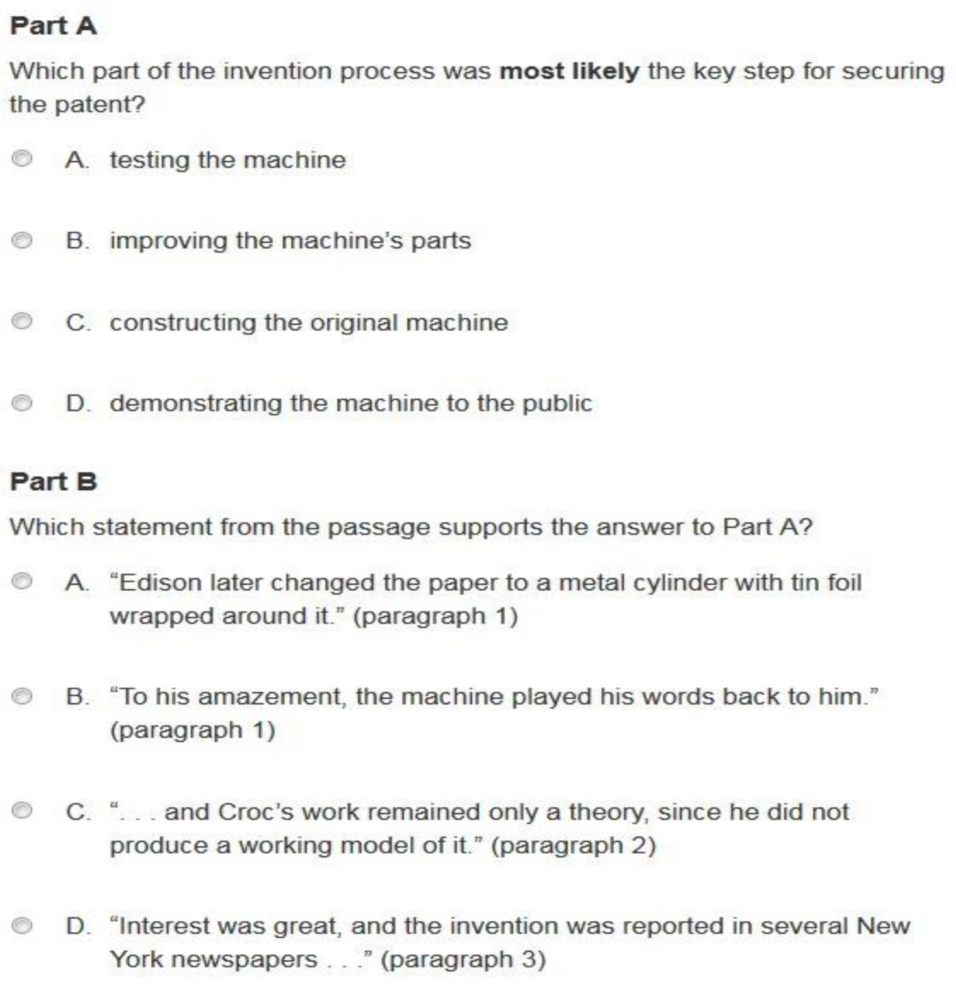
○ A. ". . . machine was an instant success . . ."

○ B. ". . . difficult to operate . . ."

○ C. ". . . except by experts . . ."

○ D. ". . . last for only a few playings . . ."

Grade 8 RST: Item Analysis



Part A

Which part of the invention process was **most likely** the key step for securing the patent?

○ A. testing the machine

○ B. improving the machine's parts

○ C. constructing the original machine

○ D. demonstrating the machine to the public

Part B

Which statement from the passage supports the answer to Part A?

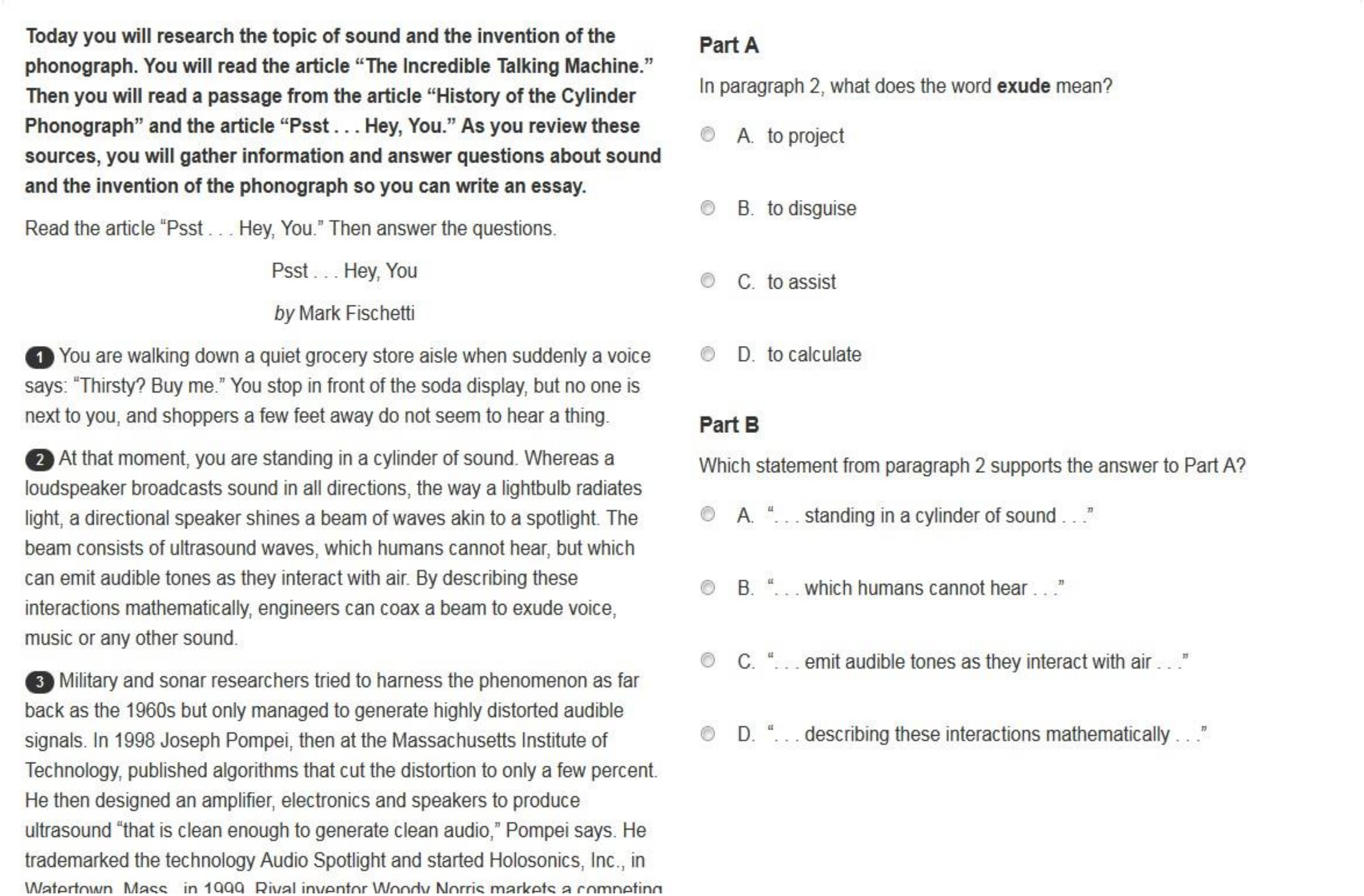
○ A. "Edison later changed the paper to a metal cylinder with tin foil wrapped around it." (paragraph 1)

○ B. "To his amazement, the machine played his words back to him." (paragraph 1)

○ C. ". . . and Croc's work remained only a theory, since he did not produce a working model of it." (paragraph 2)

○ D. "Interest was great, and the invention was reported in several New York newspapers . . ." (paragraph 3)

Grade 8 RST: Item Analysis



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Read the article "Psst . . . Hey, You." Then answer the questions.

Psst . . . Hey, You

by Mark Fischetti

① You are walking down a quiet grocery store aisle when suddenly a voice says: "Thirsty? Buy me." You stop in front of the soda display, but no one is next to you, and shoppers a few feet away do not seem to hear a thing.

② At that moment, you are standing in a cylinder of sound. Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight. The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air. By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound.

③ Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1998 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier, electronics and speakers to produce ultrasound "that is clean enough to generate clean audio," Pompei says. He trademarked the technology Audio Spotlight and started Holosonics, Inc., in Watertown, Mass., in 1999. Rival inventor Woody Norris markets a competing

Part A

In paragraph 2, what does the word **exude** mean?

○ A. to project

○ B. to disguise

○ C. to assist

○ D. to calculate

Part B

Which statement from paragraph 2 supports the answer to Part A?

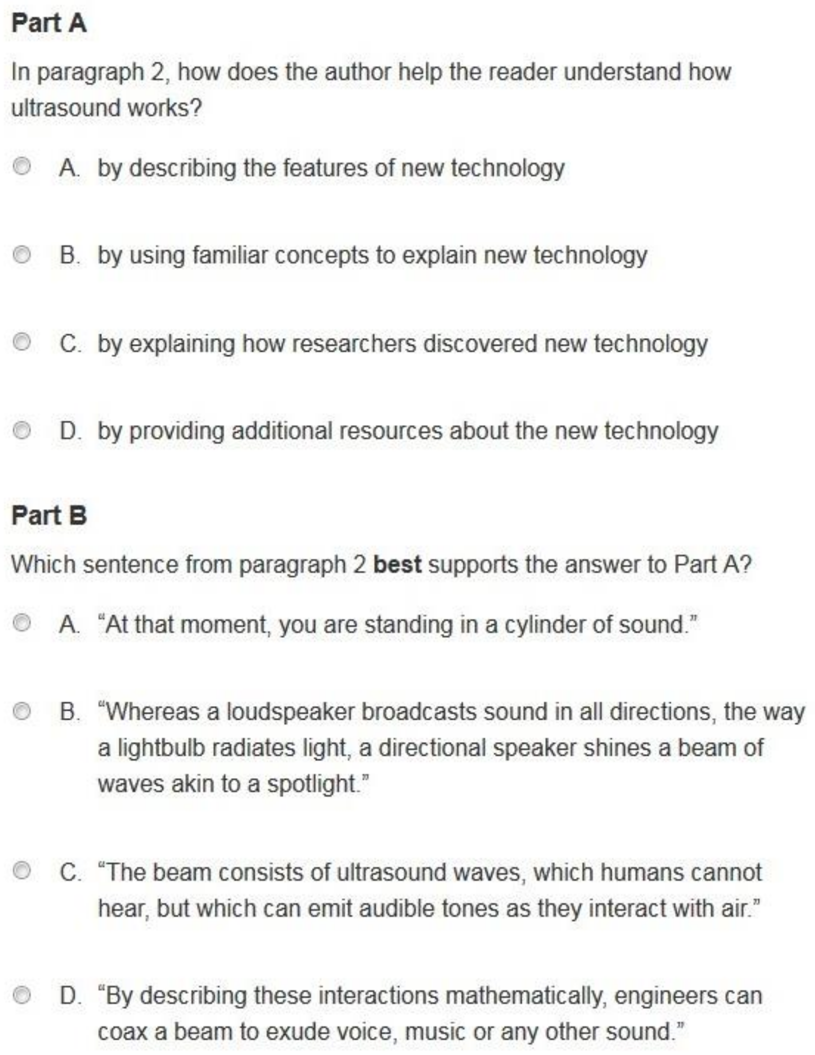
○ A. ". . . standing in a cylinder of sound . . ."

○ B. ". . . which humans cannot hear . . ."

○ C. ". . . emit audible tones as they interact with air . . ."

○ D. ". . . describing these interactions mathematically . . ."

Grade 8 RST: Item Analysis



Part A

In paragraph 2, how does the author help the reader understand how ultrasound works?

○ A. by describing the features of new technology

○ B. by using familiar concepts to explain new technology

○ C. by explaining how researchers discovered new technology

○ D. by providing additional resources about the new technology

Part B

Which sentence from paragraph 2 **best** supports the answer to Part A?

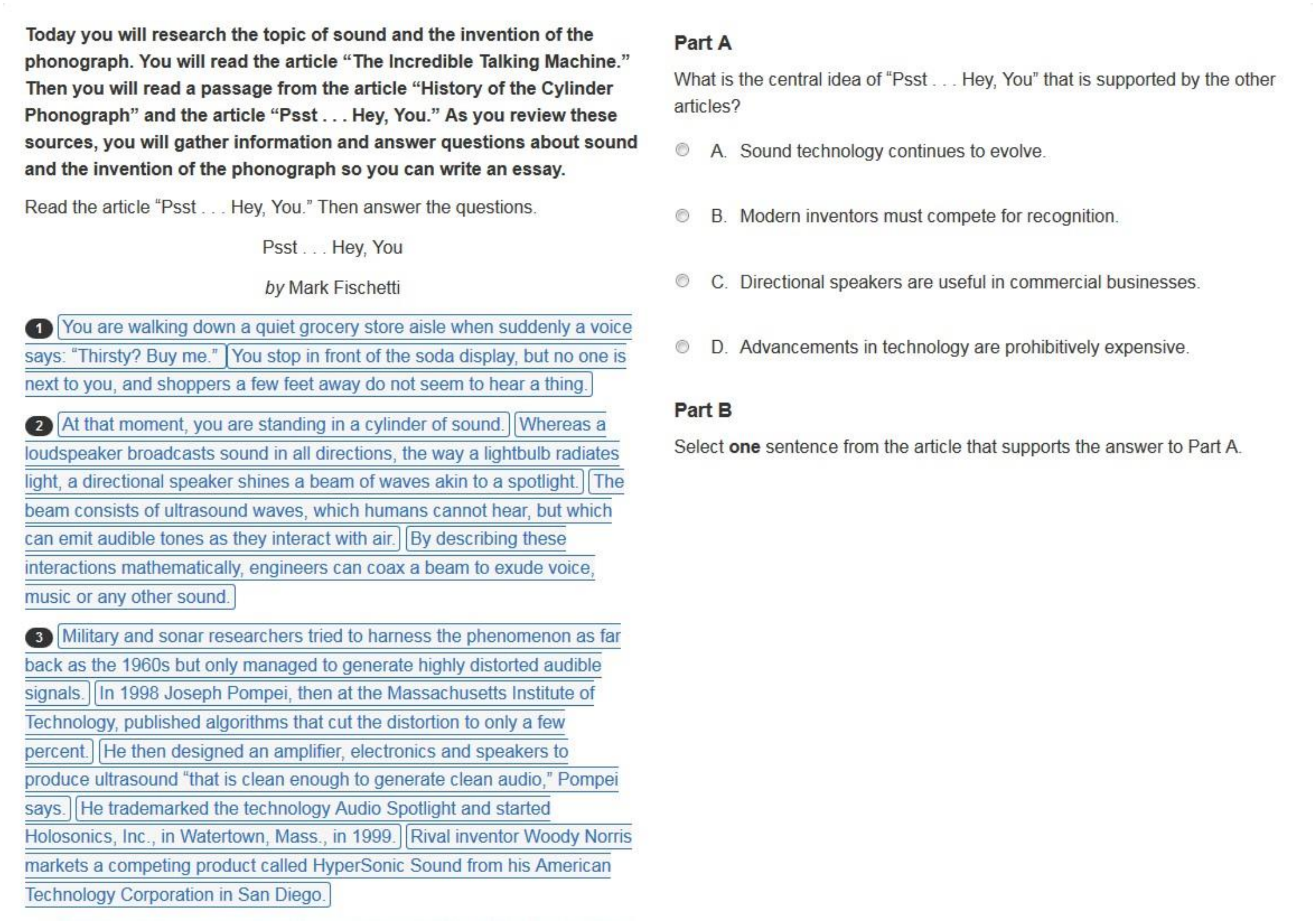
○ A. “At that moment, you are standing in a cylinder of sound.”

○ B. “Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight.”

○ C. “The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air.”

○ D. “By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound.”

Grade 8 RST: Item Analysis



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Part A

What is the central idea of "Psst . . . Hey, You" that is supported by the other articles?

○ A. Sound technology continues to evolve.

○ B. Modern inventors must compete for recognition.

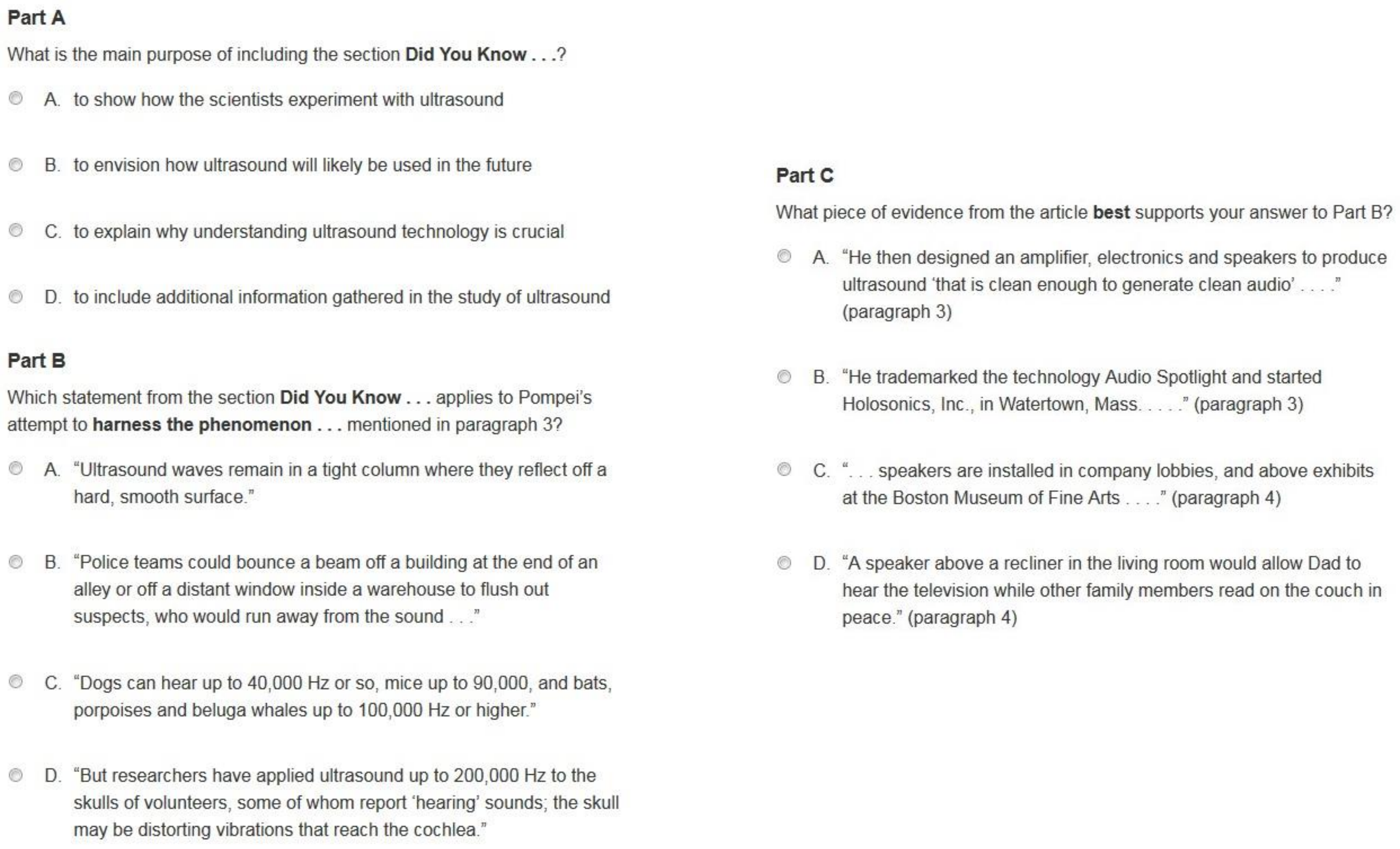
○ C. Directional speakers are useful in commercial businesses.

○ D. Advancements in technology are prohibitively expensive.

Part B

Select **one** sentence from the article that supports the answer to Part A.

Grade 8 RST: Item Analysis



Part A

What is the main purpose of including the section **Did You Know . . .**?

○ A. to show how the scientists experiment with ultrasound

○ B. to envision how ultrasound will likely be used in the future

○ C. to explain why understanding ultrasound technology is crucial

○ D. to include additional information gathered in the study of ultrasound

Part B

Which statement from the section **Did You Know . . .** applies to Pompei's attempt to **harness the phenomenon . . .** mentioned in paragraph 3?

○ A. "Ultrasound waves remain in a tight column where they reflect off a hard, smooth surface."

○ B. "Police teams could bounce a beam off a building at the end of an alley or off a distant window inside a warehouse to flush out suspects, who would run away from the sound . . ."

○ C. "Dogs can hear up to 40,000 Hz or so, mice up to 90,000, and bats, porpoises and beluga whales up to 100,000 Hz or higher."

○ D. "But researchers have applied ultrasound up to 200,000 Hz to the skulls of volunteers, some of whom report 'hearing' sounds; the skull may be distorting vibrations that reach the cochlea."

Part C

What piece of evidence from the article **best** supports your answer to Part B?

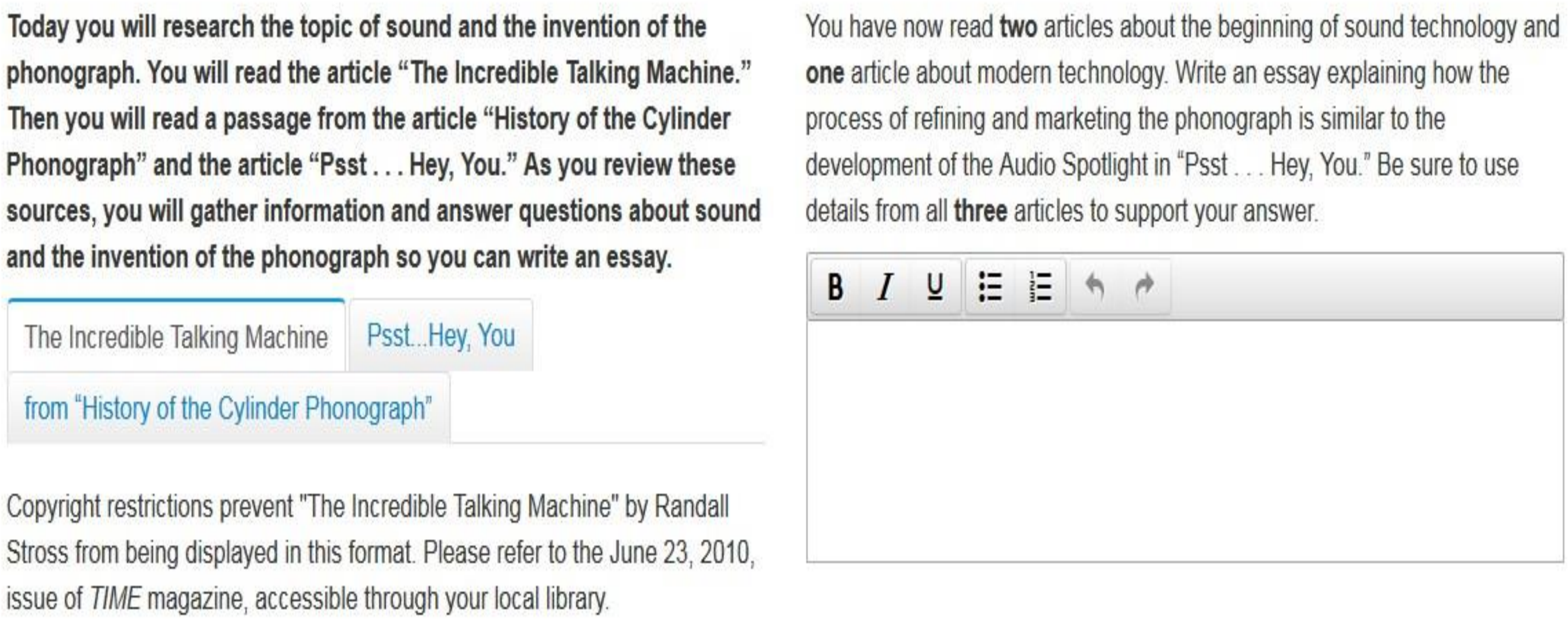
○ A. "He then designed an amplifier, electronics and speakers to produce ultrasound 'that is clean enough to generate clean audio' . . . ." (paragraph 3)

○ B. "He trademarked the technology Audio Spotlight and started Holosonics, Inc., in Watertown, Mass. . . . ." (paragraph 3)

○ C. ". . . speakers are installed in company lobbies, and above exhibits at the Boston Museum of Fine Arts . . . ." (paragraph 4)

○ D. "A speaker above a recliner in the living room would allow Dad to hear the television while other family members read on the couch in peace." (paragraph 4)

Grade 8 RST: Item Analysis


The Incredible Talking Machine
Psst...Hey, You
from “History of the Cylinder Phonograph”
B
I
U

Today you will research the topic of sound and the invention of the phonograph. You will read the article “The Incredible Talking Machine.” Then you will read a passage from the article “History of the Cylinder Phonograph” and the article “Psst . . . Hey, You.” As you review these sources, you will gather information and answer questions about sound and the invention of the phonograph so you can write an essay.

Copyright restrictions prevent "The Incredible Talking Machine" by Randall Stross from being displayed in this format. Please refer to the June 23, 2010, issue of *TIME* magazine, accessible through your local library.

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in “Psst . . . Hey, You.” Be sure to use details from all **three** articles to support your answer.

Calibration Protocol

1. **Independently** READ all three articles
2. **Record** outline/notes articulating the big ideas you would use to frame your response
3. Be sure to **identify** evidence you would use to answer the prompt yourself
4. Make note of what you **predict** you will see in an 8th graders' response

Calibration: Looking at Student Responses

INDEPENDENTLY…

- **Read** 3 student responses
- **Rate** the 3 responses: HIGH, MIDDLE, LOW

Pair/Table Group…

- **Share** with colleagues ratings
- **Discuss** differences
- Come to **consensus** on rating
- **Articulate** WHY you assigned rating

Calibrating Student Responses - Part 2

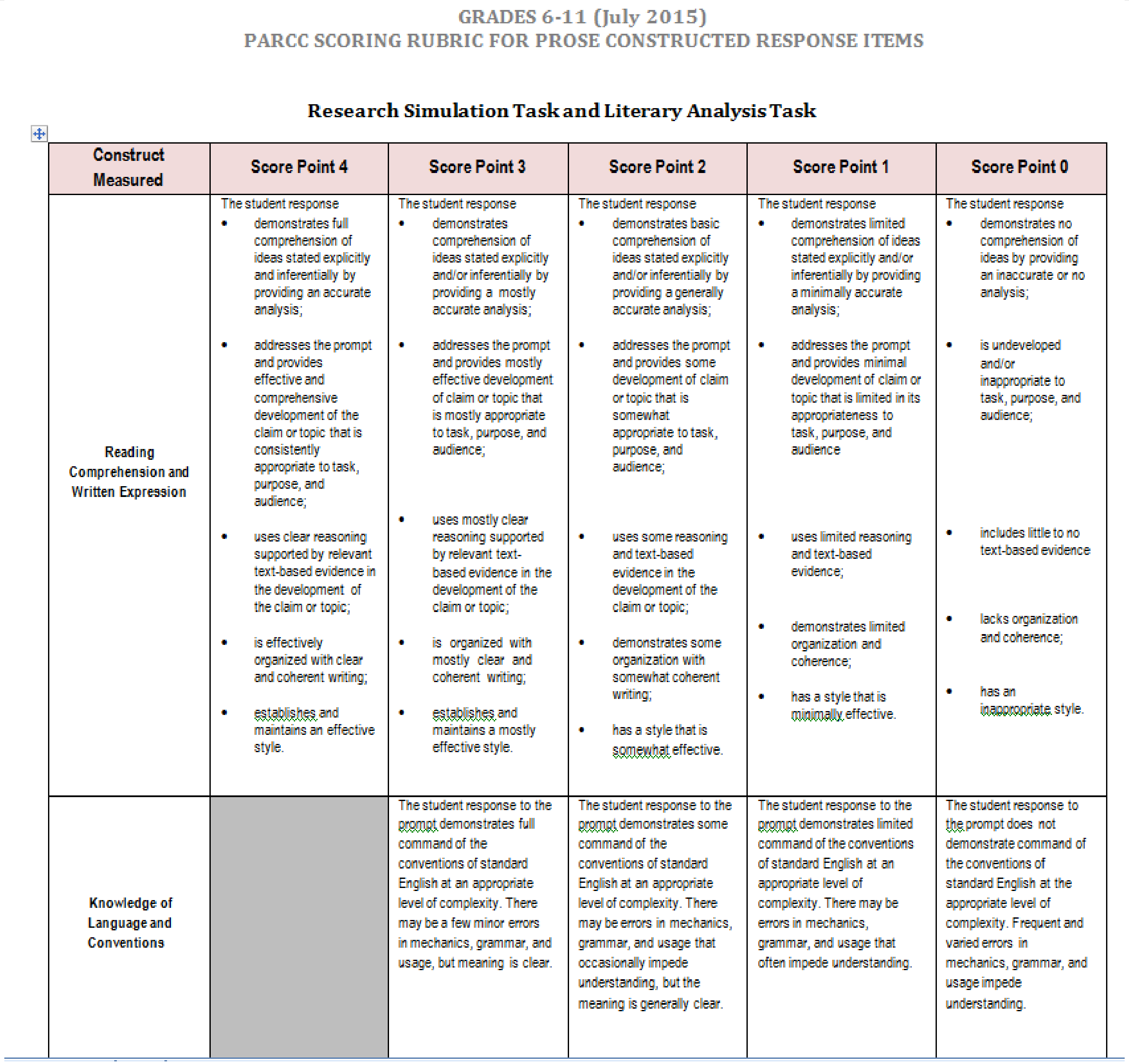
INDEPENDENTLY…

- **Read** 2 more student responses
- **Rate** the 2 responses in relation to previous set

Pair/Table Group…

- **Share** rating with colleagues
- **Discuss** & come to **consensus** for progression of all papers
- **Articulate** WHY you assigned rating

Understanding PARCC Rubric Expectations



GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style.	The student response • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style.	The student response • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective.	The student response • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective.	The student response • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to task, purpose, and audience; • includes little to no text-based evidence • lacks organization and coherence; • has an inappropriate style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

Calibration: Rubric Analysis

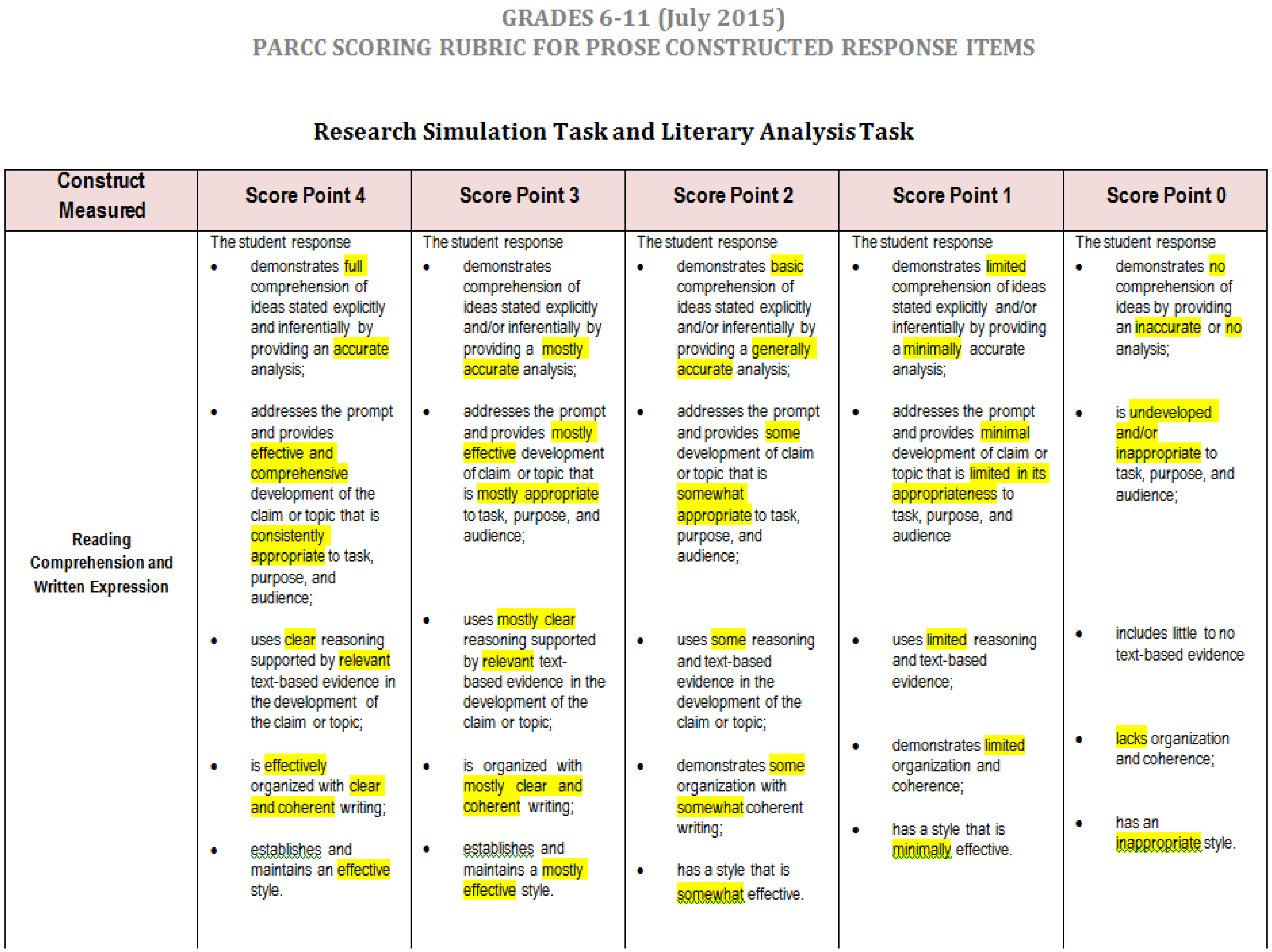
INDEPENDENTLY…

- **Read** & Review *Grade 6-11 Rubric: RST & LAT*
- **Highlight** words that signal change between score points

Pair/Table Group…

- **Discuss** signal words & score point distinctions

PARCC Rubric Analysis



GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	The student response • demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; • addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is effectively organized with clear and coherent writing; • establishes and maintains an effective style.	The student response • demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; • addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; • uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; • is organized with mostly clear and coherent writing; • establishes and maintains a mostly effective style.	The student response • demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; • addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; • uses some reasoning and text-based evidence in the development of the claim or topic; • demonstrates some organization with somewhat coherent writing; • has a style that is somewhat effective.	The student response • demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; • addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • has a style that is minimally effective.	The student response • demonstrates no comprehension of ideas by providing an inaccurate or no analysis; • is undeveloped and/or inappropriate to task, purpose, and audience; • includes little to no text-based evidence • lacks organization and coherence; • has an inappropriate style.

Calibration: Scoring Student Work

INDEPENDENTLY…

- **Assign** a *Reading Comprehension & Written Expression* score to each paper based upon Rubric expectations

Pair/Table Group…

- **Discuss** scores & come to **consensus** for assigned score

Calibration: Annotations

INDEPENDENTLY:

- **Read** Annotations for 5 student response papers
- **Ask** yourself:
  - Did the annotations help your understanding of the score assigned?
  - Did the annotations highlight a new interpretation for you of the student response?
  - Did the annotation help clarify language of the rubric?
  - What might you add to the annotation?

Calibration: Take Away Discussion

Scoring Reflection:

- ✓Articulate characteristics found within Score Point 3 responses?
- ✓Identify differences between Score Point 3 and 4? Score point 3 and 2?
- ✓If you had discrepant scores among scorers, how were they discrepant? Was it due to interpretation of rubric language? Student expectations differences?

Implications for Instruction:

- ✓How do students prepare to understand the expectations of the standard?
- ✓How do we support students in answering this type of question?
  - ✓Would a Graphic Organizer be appropriate?
  - ✓Experience with multiple texts?

Calibration in Action! Practice Papers

INDEPENDENTLY:

- **Read** Practice Papers
- Using ANCHOR set & RUBRIC **Assign** score for each Practice Paper

Pair/Table group:

- **Discuss** papers and scores
- **Defend** your score
- Come to **consensus** on scores

Calibration in Action! Practice Papers

Practice Paper	Score
P101	2
P102	1
P103	3
P105	2

How do your scores compare?
Do you agree? Disagree? WHY?

Calibration Protocol: Utilizing PARCC Released Items

FACILITATOR ROLE

Crucial: Take the test as a student

1. **Select task** (LAT, RST, NWT) and read/answer all EBSR/TECR questions for the task set – Just like your students! Review/Score your work

2. **Read and Outline** what you would write to answer the PCR, including identifying your evidence

3. Re-familiarize self with the grade band appropriate PARCC Rubric, **highlight** descriptive words delineating distinctions between score points

4. **Read and analyze** each Anchor paper – **making notes** regarding what students is demonstrating in their response, per Rubric expectations

Calibration Protocol: Utilizing PARCC Released Items

FACILITATOR ROLE continued…

5. Review the Annotations (if provided) for Anchor Set with own notes to calibrate expectations

6. **Discuss** anchor papers with colleagues to develop an understanding of the expectations of the rubric, if possible

7. **Determine** which anchors to use in calibration exercise to help facilitate rich conversation among participants, noting student responses that warrant discussion based upon current understandings

Calibration Protocol: Utilizing PARCC Released Items

Crucial: Take the test as a student

1. **Read and answer** all EBSR/TECR questions for the task set – Just like your students! Review/Score your work
2. **Record** your outline articulating how you would compose your answer the PCR, including identifying your evidence
3. Familiarize self with the grade band appropriate PARCC Rubric, **highlight** descriptive words delineating distinctions between score points
4. **Read and analyze** each Anchor paper – **making notes** regarding what students is demonstrating in their response, per Rubric expectations

Calibration Protocol: Utilizing PARCC Released Items

5. **Discuss** anchor papers with colleagues
   - Remember that as we discuss student work we always focus on the positive elements of the response
   - Make concerted effort to keep the discussion professional focusing on evidence, your student work sample, and know that this work can generate heated conversation
   - While often uncomfortable, it is these challenging conversations that allow us all to develop a deeper understanding of the expectations of the rubric and ultimately the student expectation of the standard

6. **Review** the Annotations (if provided) for Anchor Set with own notes to calibrate expectations

7. Repeat process to Calibrate Practice Papers or perhaps your own students' responses to the PCR

The Calibration Process

Ultimate Benefit:

Deepens collective understanding of standard & expectations

Extensions:

- Revise/Review current rubrics
- Anchor/Practice responses useful for instruction with students:
  - Shows students how other peers have responded to PCRs
  - Students can analyze/evaluate sample responses critiquing each writer's craft & applying to own peer feedback
- Aide in making meaning of data to guide instruction/curriculum

Resources

- PARCC Released Items & Sample Student Responses
- PARCC Performance Level Descriptors (PLDs)
- PARCConline.org – Educator Resources
- Understand the Score.org
- RIDEMAP to log into Instructional Support System (ISS)
- PARCC Reports: Webinar and Power Points
- PARCC Reports: Quick Start Guide for Teachers (ISS) – COMING SOON!

Literacy Supports on RIDE website

CCSS Resources

Writing Calibration Tool – Turn Key Protocol

Addresses :

- BOTH Holistic & Analytic Rubrics
- If you have Anchors sets and if you do not have Anchor sets

Contact Information

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